



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE WALTER WEAVER SCHOOL
DBN (i.e. 01M001): 17K398
Principal: TAMMY KATAN-BROWN
Principal Email: TKATANB@SCHOOLS.NYC.GOV
Superintendent: DR. BUFFIE SIMMONS
Network Leader: MARLENE WILKS

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Tammy Katan-Brown	*Principal or Designee	
Patricia Adams	*UFT Chapter Leader or Designee	
Ann-Marie James	*PA/PTA President or Designated Co-President	
Deborah 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>)	
Mr. Gregory Dublin	CBO Representative, if applicable	
Cecil Payne	Member/ UFT Member	
Karen Brown	Member/ UFT Member	
Verilyn Rowe	Member/ UFT Member	
Jacquelin Crichlow	Member/ Parent	
Nerissa Mc Donald	Member/ Parent	
Noreen Gibson	Member/ Parent	
Stephen Kelly	Member/ Parent	
Jackline Robert	Member/	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative 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 and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

	Indicate using an "X" in the box to the left of each section that the section has been completed
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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 2014, the overall student population will demonstrate improved performance on key CCLS MATH standards as evidenced by a portfolio of CCLS aligned performance task and the CCLS Fall and Spring benchmark assessments.

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.

The 2012-2013 Progress report shows that on the last math state exam less than ten percent of students performed at or above grade level, and our average student proficiency was 2.09. The report indicated that we have made some progress with our lowest third with a median adjusted growth percentile score of 85 which put us above the 78th percentile in the city range. Our internal benchmarks also confirm that a large percent of our students struggle with key math concepts and with expressing their mathematical thoughts in writing. A review of the Item analysis in ARIS revealed that the lowest scores were in the following standards.

Third Grade:

- 3. OA.8 Solve two-step word problem using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
- Fractions: Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.

Fourth Grade

- OA. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
- NBT: Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.

Fifth Grade

- Use operations on fractions for this grade to solve problems involving information presented in line plots.
- Number & Operations—Fractions: Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

After reviewing the data and in consultation with our SLT it was evident that we had to put measures in place to increase student performance in math across our school with a focus on teaching for conceptual understanding and attending to the standards for math practice .

Instructional Strategies/Activities

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

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

1) Professional Development

- Administrators will provide professional development for staff to address the Common Core Learning Standards – to develop a better awareness and understanding of the six Common Core Shifts in Math and its alignment to the curricular resources, classroom instruction and the new citywide instructional expectations
- Administrators will provide professional development on incorporating the standards for math practice into lesson plans and classroom structure with emphasis on creating a viable argument and critiquing the reasoning of others.
- Administrators will provide professional development on teaching for conceptual understanding in math
- Administrators will provide professional development on the use of journaling in math
- Administrators will provide professional development in developing and using CCLS aligned rubrics for journals and CCLS performance

based portfolios

- Administrators will provide professional development on creating/adapting tasks on DOK level 3 or 4
- Administrators will provide professional development on the Danielson's *Framework for Teaching*

2) Teacher Team collaborative work

- Teacher teams will create or modify math units of study and assessments aligned to CCLS and the scope and sequence. Lessons will include scaffolds and support such as manipulative, interactive word walls, and discussion prompts
- Teacher teams will craft journal prompts and rigorous tasks to support students to develop proficiencies in making sense of a problem, persevering in solving, mathematical modeling and creating a viable argument and critiquing the reasoning of others.
- Teacher teams/teachers will provide feedback to students on the math practice standards and support students to self and peer assess
- Teacher teams will engage in the cycle of analyzing student data and work products and using the findings to create, differentiate and modify instruction for groups of students and individual students.
- AIS teachers will provide additional support to the lowest 1/3 in the area of problem solving and writing mathematical arguments

3) Use of Data to monitor student performance. (Administrators, teacher teams and instructional cabinet will:-

- Analyze prior state test data, MOSL baseline data and other baseline data to identify the needs of students
- Collect and analyze end of unit assessment data and benchmark data to monitor impact and adjust strategies and instruction with a focus on the lowest third in each class
- 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

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

The following key personnel apply to the three strategies enumerated above

- Principal and Assistant principal will provide and organize the professional development mentioned in section A above, they will conduct cycles of observation and provide explicit feedback in relation to the components of this goal and monitor data to support teacher teams and inform professional development
- Classroom teachers will engage in teacher team work and plan and implement journaling and other strategies that support this goal
- Lead Teachers will support the administration in providing professional development and support for teachers and teacher teams
- Network Achievement Coaches will provide professional development onsite and offsite through the cohort structure

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

The following targets apply to the three strategies enumerated above

- Weekly progress report on students in grades 3-5 will show a steady improvement in mathematical argument and modeling
- Weekly progress report analysis will show strengths, weaknesses, and next steps for students with positive changes over time.
- Assessments administered in September, November, January, March and May with a one week turn around for data analysis
- All teachers will be evaluated on the progress of the students. Teachers will complete weekly progress reports of students in grades 3-5. Teachers will identify the strengths, weaknesses, and next steps for students.
- By November 30 % of students have made gains over the last assessment, by January 40% of students are showing improvement with 80% of

students showing improvement by March and 20% performing at or above grade level

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

The following timelines apply to the three strategies enumerated above

- Professional development and teacher team work begins in September and continue weekly until June
- To receive targeted support in math students will engage in 50 minute extended day sessions twice per week from September 24th – June 23rd
- To receive targeted support in Math, students will attend Morning Academy January 9th - March 28th
- Assessments will be conducted in September, November, January, March and May.
- By May 2014, 3% increase in students prepared to score at levels 3 and 4 on the NYS Math assessment

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

The following programmatic details apply for all three strategies enumerated above. Time for Professional Development and teacher team work are scheduled in the school's *program of organization* to support teacher development/effectiveness and create structures for inquiry work

- Teachers will meet during Weekly Common Planning Time for 45 minutes – twice per week, Tax Levy
- Professional development weekly for 50 minutes
- Morning Academy will begin January 9th, and will end March 28th
- 50 minute extended day sessions twice per week from September 24th – June 23rd
- Professional Development Days began September 4th
- Data meeting with cabinet on a monthly basis

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

To empower all our parents to support their children in Mathematics we have committed to the following.

- Providing materials and training to parents to support them in working with their children to improve their proficiency levels in Math
- Coordinating CCLS parent workshops that are facilitated by our parent coordinator, administration and outside professional developers.
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress by sharing the common core standards with parents at conferences and at common core parent workshops.
- 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
- Partner with the Family and Community Engagement (FACE), Borough Director of the Students in Temporary Housing, Parent Academy Parent Institute, Community –Based Organization (CBO) - Friends of Crown Heights to provide training to parents and staff to support our school community
- Sharing information about school and parent related programs, meetings and other activities in a format and in languages that parents can understand.
- Supporting parents through workshops on how to use technology to work with their children at home.
 - Support on the use of ARIS and program based technology is in place so parents can monitor their child's progress.

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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 2014, General Education, Special Education and ELLs students in grades 3-5 performing at or above grade level in key CCLS ELA standards will increase by 3% as measured by Fountas and Pinnell assessments, NYC Fall and Spring benchmarks and Ready-Gen assessments. Sixty percent of the students in grades K-2 will demonstrate increased proficiency in reading comprehension as measured by internal benchmarks such as Fountas and Pinnell assessments and Ready-Gen assessments compared across baseline and end-line assessments

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.

Needs Assessment

According to the NYS ELA Assessment 49% of the students scored a level 1; 40% of the students scored a level 2; 10% of the student scored a level 3 and 1% of the students scored a level 4. A review of the Item analysis in ARIS revealed that the lowest scores were in the following standards:

Third grade

Informational Text: Ask and answer questions to **demonstrate understanding of a text**, referring explicitly to the text as the basis for the answers.

Informational Text: **Describe the logical connection** between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, sequence first/second/

Literature: Describe characters in a story (e.g., their traits, motivations, or feelings) and **explain how their actions contribute to the sequence of events**.

Fourth Grade

Reading Standards for Informational Text: Determine the main idea of a text and **explain how it is supported by key details; summarize the text**.

Reading Standards for Informational Text: Explain how an author uses reasons and evidence to support particular points in a text.

Fifth Grade

Reading Standards for Informational Text: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Reading Standards for Literature: **Determine a theme** of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; **summarize the text**

After reviewing the data and in consultation with our SLT it was evident that we had to put measures in place to increase student performance in ELA across our school with a focus on developing the reading and discussion behaviors that will support comprehension at the interpretative level.

Instructional Strategies/Activities

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

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

- Professional Development**

- Professional Development for staff to address the Common Core Learning Standards – to develop a better awareness and understanding of the six Common Core Shifts in ELA/Literacy and its alignment to the curricular resources, classroom instruction and the new citywide instructional expectations
- Administrators will provide professional development on teaching strategies to support reading comprehension.
- Administrators will provide professional development on the use of writing to support and assess reading
- Administrators will provide professional development in developing and using CCLS aligned rubrics for CCLS performance based tasks
- Administrators will provide professional development on creating/adapting tasks on DOK level 3 or 4
- Administrators will provide professional development on the Danielson's *Framework for Teaching*

Teacher Team collaborative work

- Teachers will align the curriculum to the CCLS scope and sequence and plan and implement common core aligned curriculum and integrate instructional shifts that focus on building strong foundational skills, academic language, promote critical thinking through reading, writing, listening and speaking.
- Teacher teams/teachers will provide feedback to students on targeted skills and support students to self and peer assess
- Teacher teams will engage in the cycle of analyzing student data and work products and using the findings to create, differentiate and modify instruction for groups of students and individual students.
- Teacher Teams will collaborate to develop rigorous ELA tasks which will scaffold student skills, through targeted small group instruction, with support through use of Word Walls, and student interaction and discussion, for language support.

Use of Data to monitor student performance. (Administrators, teacher teams and instructional cabinet will:-

- Analyze prior state test data, MOSL baseline data and other baseline data to identify the needs of students
- Collect and analyze end of unit assessment data and benchmark data to monitor impact, identify the needs of students and adjust strategies and instruction with a focus on the lowest third in each class
- 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
- Teachers in grades K-5 will foster student to student discussion; encourage student engagement through responding and extending their thinking, crafting questions for clarity and elaboration of their thinking.

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

The following key personnel apply to the three strategies enumerated above

- Principal and Assistant principal will provide and organize the professional development mentioned in section A above, they will conduct cycles of observation and provide explicit feedback in relation to the components of this goal and monitor data to support teacher teams and inform professional development
- Classroom teachers will engage in teacher team work and plan and implement strategies that support this goal
- Lead Teachers will support the administration in providing professional development and support for teachers and teacher teams
- Network Achievement Coaches will provide professional development onsite and offsite through the cohort structure

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

The following targets apply to the three strategies enumerated above

- Weekly progress report on students in grades 3-5 will show a steady improvement in targeted skills
- Weekly progress report analysis will show strengths, weaknesses, and next steps for students with positive changes over time.
- Assessments administered in September, November, January, March and May with a one week turn around for data analysis
- All teachers will be evaluated on the progress of the students. Teachers will complete weekly progress reports of students in grades 3-5. Teachers will identify the strengths, weaknesses, and next steps for students.
- For K-2 students: By November 30 % of students have made gains over the last assessment, by January 40% of students are showing improvement by March 80% of students showing improvement and by May 20% performing at or above grade level

Assessment Tool include: Fountas and Pinnell running records, MOSL assessments, DIEBELS, unit tests and performance based assessments. These targets will help us look for evidence of student growth and gaps and make adjustments accordingly.

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

The following timelines apply to the three strategies enumerated above

- Professional development and teacher team work begins in September and continue weekly until June
- To receive targeted support in ELA students will engage in 50 minute extended day sessions twice per week from September 24th – June 23rd
- To receive targeted support in ELA, students will attend Morning Academy January 9th - March 28th
- Assessments will be: September-baseline, November-mid unit, progress monitoring, January-benchmark, March-mid unit check and May/June - benchmark.
- By May 2014, 3% increase in students prepared to score at levels 3 and 4 on the NYS ELA assessment Assessments will be conducted in

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

The following programmatic details apply for all three strategies enumerated above. Time for Professional Development and teacher team work are scheduled in the school's *program of organization* to support teacher development/effectiveness and create structures for inquiry work

- Teachers will meet during Weekly Common Planning Time for 45 minutes – twice per week, Tax Levy
- Professional development weekly for 50 minutes
- Morning Academy will begin January 9th, and will end March 28th
- 50 minute extended day sessions twice per week from September 24th – June 23rd
- Professional Development Days began September 4th
- Data meeting with cabinet on a monthly basis
- **Resources:** assessment tools identified in the sections above

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

To empower all our parents to support their children in Literacy we have committed to the following.

- Providing materials and training to parents in the area of literacy and technology to help parents work with their children to improve achievement.
- Coordinating CCLS parent workshops (focus on standards, assessments and strategies) that are facilitated by our parent coordinator, administration and outside professional developers.
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress by sharing the common core standards with parents at conferences and at common core parent workshops.
- 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

- Partner with the Family and Community Engagement (FACE), Borough Director of the Students in Temporary Housing, Parent Academy Parent Institute, Community –Based Organization (CBO) - Friends of Crown Heights to provide training to parents and staff to support our school community
- Sharing information about school and parent related programs, meetings and other activities in a format and in languages that parents can understand.
- Supporting parents through workshops on how to use technology to work with their children at home.
 - Support on the use of ARIS and program based technology is in place so parents can monitor their child's progress

Budget and Resource Alignment

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

Goal and Action Plan #3

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 2014, teachers of students of K-5 will have implemented Common Core aligned Science curriculum. There will be a 3% increase in the number of students performing at and above level 3 as evidenced by scores on CCLS aligned rubrics for Performance based assessments and unit assessments compared across baseline and end-line assessments.

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.
Data from the 2012 – 2013 New York State Science Assessment showed that 27% of students performed below level 3. A review of internal data sources showed that students lacked adequate background knowledge and skills to demonstrate proficiency in the basic concepts at their grade level. We are aware of the importance of a strong background in Science to a myriad of college and career options. The instructional cabinet and the SLT have agreed that this a worthy goal for our school

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<input type="checkbox"/> Strategies/activities that encompass the needs of identified subgroups
1) Teachers will create unit and lesson plan that are aligned to the State standards and integrate the Common Core Literacy standards and instructional shifts <ul style="list-style-type: none"> <input type="checkbox"/> Teachers will create learning targets for Science <input type="checkbox"/> Teachers will create lessons that focus on the Science content and are aligned to the state standards <input type="checkbox"/> Teachers will create tasks and rubrics that focus on the science content but also includes the Literacy skills <input type="checkbox"/> Teachers will continuously revisit the Science vocabulary and scientific method at the application level.
2) Teachers will use data to adjust lessons to address the gaps between what the standards require and what the students know and are able to do <ul style="list-style-type: none"> <input type="checkbox"/> Teachers will use exit slips, math journals and quick checks to monitor student achievement on each target. <input type="checkbox"/> Assessments will be in a variety of formats including tests on content matter, student research, experiment designs, and hands-on demonstrations <input type="checkbox"/> Teachers will monitor students' understanding; correct misconceptions and scaffold students' learning

3) Teachers will facilitate a shift in students attitudes to the study and exploration of Science

- Students will conduct “hands on” science experiments demonstrating evidence of critical thinking, problem solving skills and reflect on their experiences and understanding of new content through reading/writing/listening/speaking
- Teachers will facilitate a shift in students’ attitude so that students will view themselves as scientists; they will conduct experiments, make predictions based on observable evidence, interpret data and communicate their findings using academic language
- Teachers will generate interest in the content by designing evidence based debates, making connections to topical issues, field trips and science projects

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

The following key personnel apply to the three strategies enumerated above

- Principal, Assistant principal and outside providers will organize and provide professional development at the teacher team level to enable teachers to make the instructional changes needed, administrators will conduct cycles of observation and provide explicit feedback in relation to the components of this goal and monitor data to support teacher teams and inform professional development
 - Classroom teachers will engage in teacher team work and plan and implement strategies that support this goal
 - Lead Teachers will support the administration in providing professional development and support for teachers and teacher teams
- Resources for the ‘hands on’ science experiments include use of Foss Science Kits; nonfiction trade books; related videos – National Geographic

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

The following targets apply to the three strategies enumerated above

Through a process of document review, lesson observations and teacher team observations the following targets will be evident

- Units and lesson plans with embedded assessments will show alignment to the state standards and to CCLS literacy standards
- Units and lesson plans will show multiple entry points, differentiation, a variety of assessment strategies and hands-on activities
- Small group instruction and differentiation will be in response to current data
- Students will be engage in hand-on work, projects and research

□ Timeline for implementation and completion including start and end dates

The following timeline apply to the three strategies enumerated above

- By November 60% of units and lesson plans with embedded assessments will show alignment to the state standards and to CCLS literacy standards.
- By end of January 80% of units and lesson plans with embedded assessments will show alignment to the state standards and to CCLS literacy standards
- By November 50% of units and lesson plans will show multiple entry points, differentiation, a variety of assessment strategies and hands-on activities
- By end of January 60% of units and lesson plans will show multiple entry points, differentiation, a variety of assessment strategies and hands-on activities
- By May 100% of units and lesson plans with embedded assessments will show alignment to the state standards and to CCLS literacy standards.
- September /October:- Baseline & identify student needs; November – mid unit assessment;
- January – benchmark; 2% increase in number of students performing at or above grade level February – mid unit assessment ;
- April – benchmark; 3% increase in number of students performing at or above grade level

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

The following programmatic details apply to the three strategies enumerated above

- Science will be taught 3 times weekly, one session will be an experiment/investigation in grades 3, 4 & 5. In Kindergarten through 2nd grade students will engage in 2 sessions weekly – one hands-on activity
- September /October:- Baseline & identify student needs; November – mid unit assessment;
- January – benchmark; February – mid unit assessment April – benchmark;
- Resources for the ‘hands on’ science experiments include use of Foss Science Kits; non-fiction trade books; related videos – National Geographic

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

To empower all our parents to support their children in Science we have committed to the following.

- Providing materials and training to parents in the area of Science to help parents work with their children to complete research and projects.
- Coordinating CCLS parent workshops (focus on standards, assessments and strategies) that are facilitated by our parent coordinator, administration and outside professional developers.
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress by sharing the common core standards with parents at conferences and at common core parent workshops.
- 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
- Partner with the Family and Community Engagement (FACE), Borough Director of the Students in Temporary Housing, Parent Academy Parent Institute, Community –Based Organization (CBO) - Friends of Crown Heights to provide training to parents and staff to support our school community
- Sharing information about school and parent related programs, meetings and other activities in a format and in languages that parents can understand. Use of progress reports and newsletter to provide information
- Supporting parents through workshops on how to use technology to work with their children at home.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.										
X	Tax Levy		Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #4

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 #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, there will be an increase in parent participation at educational events geared towards improving parents’ knowledge, skills and ability to partner with the school so that at least ten percent of the parent population is in attendance at these events as evidenced by attendance sheets.

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.
<p>Comprehensive needs assessment</p> <p>The Learning Environment survey in the 2012-2013 Progress report records that :</p> <ul style="list-style-type: none"> ➤ Eighty-eight percent of parents strongly agree or agree that the school “keeps me informed about what my child is learning.” ➤ Eighty-four percent of parents strongly agree or agree that the school “keeps me informed about services for me or my child, such as tutoring, after-school programs, or workshops at school”. <p>At PS 398K we understand the importance of parental involvement. “When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more.” That is the conclusion of a report from Southwest Educational Development Laboratory. The report, a synthesis of research on parent involvement over the past decade, also found that, regardless of family income or background, students with involved parents are more likely to: earn higher grades and test scores, and enroll in higher-level programs, be promoted, pass their classes, attend school regularly, have better social skills, show improved behavior, and adapt well to school.” NEA. These student behaviors are values here at our school, for these reasons and based on the data the administration and the SLT have decided that we should continue to work to increase parent involvement by:</p> <ul style="list-style-type: none"> ➤ Helping parents understand how they can partner with us to ensure the success of their children. ➤ Maintain structures for parental involvement in decision making

- Providing strategies and supports for parents to access and use the tools and skills needed to inspire their child and achieve academic excellence

Instructional Strategies/Activities

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

- **Strategies/activities that encompass the needs of identified subgroups**

- 1) Maintain the channels of communication through various modalities**

- Continued use of phone, newsletter, posters and calendars to reach parents with information about their children and about upcoming events.
- Continued announcements during the Parent Teacher Association Meetings and School Leadership Team Meetings
- Continued use of Parent Coordinator to reach out to parents before school events
- Provide parents reasonable access to staff

- 2) Maintain structures for parental involvement in decision making**

- Use the SLT structure to foster a true partnership in decision making
- Consistently review data with the SLT and PTA
- Provide support to members of the SLT and PTA in understanding city and state reports
- Provide support to members of the SLT and PTA on the school's instructional focus

- 3) Increase parent confidence as academic partners**

- Provide academic workshops
- Provide information on scope and sequence, standards, assignments/homework, grading policy and academic resources through meetings and on the school's website
- Parent Coordinator of the school works collaboratively with Community Based Organizations and private agencies to provide monthly workshops for parents. Many of the workshops are conducted on 6-8 week cycles.

Professional Development will be given on the following topics:

Nutrition workshops – eight week cycle with Cornell University

Financial Workshops – eight week cycles

- Special Education Support groups
- ESL workshop- meet and greets
- Parents as Partners in Reading program
- Parent Community Support groups
- Learning leaders Volunteers

- **Key personnel and other resources used to implement each strategy/activity**

The following personnel and their roles apply to all three strategies enumerated above

- The Parent Coordinator
 - Continuously use the channels of communication to reach out to parents
 - Contributes to the SLT and PTA
 - Provides workshops for parents and coordinates events with CBOs
- Guidance Counselor
 - Continuously use the channels of communication to reach out to parents
 - Provide social emotional support to parents and families
- Faculty members
 - Continuously use the channels of communication to reach out to parents and meet with parents as needed
 - Contributes to the SLT and PTA

- Supports workshops for parents
- School administration
 - Plans, supervises, monitors and provide feedback on all parent related activities

● **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. The following targets apply for all three strategies enumerated above
- Increased attendance at Parent Teacher Association to 10% of the parent population –breakdown shown in timeline in the section below
 - Increase parent workshops on academics
 - Increase parent confidence as academic partners

Surveys will be distributed to parents following each of the monthly workshops,

● **Timeline for implementation and completion including start and end dates**

The following timelines apply for all three strategies enumerated above

September 23rd -December 20th: Benchmark one:- 8% of parent population attending events, 40% of workshops done

January 3rd-March 17: Benchmark two :- 9% of parent population attending events, 80% of workshops done

March 18th-June 16th : Benchmark three :- 10% of parent population attending events, 100% of workshops done

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

- The following programmatic details apply for all three strategies enumerated above
- Employment of Parent Coordinator
 - Partnership with CBOs to train parents
 - Information sessions at PTA meetings
 - Six meetings X 2 hours. Tax Levy

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Parent involvement strategies related to Goal 4 include but are not limited to the following
- Survey parents on their academic needs to inform workshop offerings
 - Feedback on parent workshops
 - Maintain the channels of communication and training students on accessing the technology based systems so they can support their parents
 - SLT and PTA meetings address substantial matters and nurture parents' ability to contribute

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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 #5

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

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.

Instructional Strategies/Activities

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

- **Strategies/activities that encompass the needs of identified subgroups**

1.

- **Key personnel and other resources used to implement each strategy/activity**

6.

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

- **Timeline for implementation and completion including start and end dates**

1.

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

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<p>AIS is provided by classroom teachers 2x per week, 2:30p.m.-3:30 p.m.</p> <p>Small group instruction is provide by AIS teachers throughout the school day: Wilson, Foundations; guided reading, writing mechanics, and content resources.</p> <p>AIS cluster teachers provide an additional period of instruction to classes weekly</p>	<p>AIS instruction will be delivered in small group instruction by teachers pushing into classrooms as well as teachers providing small group instruction during the Extended Day schedule.</p>	<p>AIS is provided by classroom teachers 2x per week, 2:30p.m.-3:30 p.m. Services will be provided during the school day and before school hours.</p>
Mathematics	<p>AIS is provided by classroom teachers 2x per week, 2:30p.m.-3:30 p.m.</p> <p>Small group instruction is provide by AIS teachers throughout the school day: re-teaching of math concepts, use of manipulatives games, drills, and problem solving.</p> <p>AIS cluster teachers provide an additional period of instruction to classes weekly</p>	<p>AIS instruction will be delivered in small group instruction by teachers pushing into classrooms as well as teachers providing small group instruction during the Extended Day schedule.</p> <p>AIS instruction will be delivered in small group instruction by teachers pushing into classrooms as well as teachers providing small group instruction during the Extended Day schedule</p>	<p>AIS is provided by classroom teachers 2x per week, 2:30p.m.-3:30 p.m Services will be provided during the school day and before school hours.</p>
Science	<p>During the AIS periods, Science is addressed through read -alouds . Assessing students through observations, and end of unit assessments.</p> <p>Using an inquiry based approach to focus on concepts development one period per week. Preparation for the</p>	<p>Three 45 minute sessions per week.</p>	<p>Services will provide during the school day</p>

	fourth grade NYS Test in May, 2014 .		
Social Studies	Assessing students through observations, End of unit assessments between four and six times from October, 2013 through June, 2014. Writing samples – responses on exit slips, reports, etc. Focus in content area reading to support comprehension of non-fiction text.	Three 45 minutes sessions per week.	Services will provide during the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Sessions include: small group. Individual counseling sessions, and classroom guidance lessons provided to assist at-risk students	Sessions take place 2 Xs per week	All services provided during the school day.

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

2. All elements of the *All Title I Schools* section must be completed*.

 - A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
 - B. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>PS 398 attracts highly qualified teachers by our rigorous interview protocols:</p> <ul style="list-style-type: none"> ➤ PS 398 hiring committee discusses interview questions and demo lessons prior to interviews ➤ Open Market search for candidates ➤ Candidates meet with Hiring Committee (staff and administrators) ➤ Candidates teacher a demonstration lesson with children from PS 398 ➤ The pupil personnel secretary will work closely with the network Human Resource executive to ensure that non-HQT meet all required documentation and assessment deadlines. ➤ Attendance at recruitment fairs and Open House Fairs for New Teacher <p>PS 398 retains and nurtures teachers by:</p> <ul style="list-style-type: none"> ➤ Providing numerous common planning periods with grade-level colleagues ➤ First year mentoring program. PS 398 provides second year mentoring when needed ➤ Formal observations by supervisors with feedback ➤ Professional development opportunities include Election Day and Brooklyn-Queens Day PD, monthly grade conferences, monthly faculty conferences, weekly Inquiry Team meetings, Network 209 PD and DOE workshops ➤ PS 398 differentiates professional development ➤ Collaboration with local universities and colleges; Brooklyn College and Long Island University- Student teachers and observers participate in the teaching and learning of NYCDOEs practice.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>In addition to being fully certified and licensed in their assigned areas, current staff will become highly qualified through participation in on-site professional development activities, such as grade meetings, and study groups, and off-site trainings, Common Core Fellowship, and CFN 209 workshops. Participants will then facilitate peer sessions to "turn- key" the information and knowledge gleaned in teacher led teams. Additionally, in weekly grade meetings led by supervisors, coaches or grade leaders, teachers engage in instructional planning and data analyses of students' artifacts such as class work, benchmark folders and periodic assessments. Through the process of teacher teams, each individual will have ample opportunities to hone his or her inquiry skills. In addition to the menu of professional development opportunities previously mentioned, in an effort to build capacity and establish leaders at the various levels of the school, staff members are also encouraged to continue their educational pursuit as their needs dictate, such as graduate, post-graduate degrees and certification in areas of interest.</p>

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
--

Every effort will be made to ensure that coordination and integration of funds from various sources are used to meet the intent and purpose of the programs. Particular attention will be focused on providing services to students and families in Temporary Housing. Moreover, we will address violence prevention, housing program but not limited to the following:

- Conducting parent workshops with topics that may include parenting skills, violence prevention and early childhood skills.
- Providing materials and training to help parents work with their children to improve their achievement.
- 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 regardless of their housing status or conditions.
- Develop home-school partnership to ensure that parents can effectively support and monitor their child's progress.

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.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Students from preschool are registered in the school based on their school pick for Kindergarten. Parents are supported through the registration process by the pupil accounting secretary, the ESL teacher and the parent coordinator. Parents are given an information packet to direct them to where they need to go for support. The school offers parent tours for parents and their students who are transitioning into the elementary school. The current pre-k curriculum in the school is well aligned with the common core curriculum being taught in the elementary school. Early childhood teachers have an opportunity to familiarize themselves with the upcoming grades' academic expectations. Likewise, they also participate in weekly grade-alike meetings or teacher team meetings where they look at artifacts generated by students on their respective grades. They engage in data analyses to determine strengths and weakness as well as the adjustments deemed necessary to the instructional units.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers participated on the Measures of Student Learning (MOSL) Selection Team to determine assessments which would be utilized. Additionally, teachers have an opportunity to participate in designing internal school assessments such as Performance Based Assessments (PBA) and end-of-unit assessments as well as class assignments and tasks which assess students' performance and achievement. Teachers participate in weekly grade-alike meetings or teacher team meetings where they look at artifacts generated by students on their respective grades. They engage in data analyses to determine strengths and weakness as well as the adjustments deemed necessary to the instructional units. In tandem, they participate in two professional development led by the school's principal with the collective staff from Grades Pre-k through 5.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
 - complete my homework and submit all assignments on time;
 - follow the school rules and be responsible for my actions;
 - show respect for myself, other people and property;
 - try to resolve disagreements or conflicts peacefully;
1. Always try my best to learn.

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

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

Part I: School ELL Profile

A. School Information

District 17	Borough Brooklyn	School Number 398
School Name The Walter Weaver Elementary		

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

Principal Tammy Katan-Brown	Assistant Principal Ava Brown
Coach None	Coach None
ESL Teacher Jacques Pinette	Guidance Counselor Cecil Payne
Teacher/Subject Area None	Parent Annmarie James PTA President
Teacher/Subject Area	Parent Coordinator Mona Lucas
Related Service Provider Jacques Pinette - ESL	Other None
Network Leader(Only if working with the LAP team)	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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	331	Total number of ELLs	38	ELLs as share of total student population (%)	11.48%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
Push-In	0	2	1	1	2	0								6
Pull-out	4	4	4	4	4	4								24
Total	4	6	5	5	6	4	0	0	0	0	0	0	0	30

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	38	Newcomers (ELLs receiving service 0-3 years)	27	ELL Students with Disabilities	7
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	2

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0							0
Dual Language	0	0	0							0
ESL	27	0	1	8	0	2	3	0	1	38
Total	27	0	1	8	0	2	3	0	1	38

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
SELECT ONE	0		0		0		0		0		0								0	0
SELECT ONE	0		0		0		0		0		0		0						0	0
SELECT ONE	0		0		0		0		0		0								0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	7	4	1	4	3								23
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian	2	1	3	1	2	2								11
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2		2											4
TOTAL	8	8	9	2	6	5	0	0	0	0	0	0	0	38

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	6	3	6	2	3	3								23

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	1	4	3	0	1	0								9
Advanced (A)	0	1	2	0	1	2								6
Total	7	8	11	2	5	5	0	0	0	0	0	0	0	38

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	3	0	2	0	0	0	6
8									0
NYSAA Bilingual (SWD)									0

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
The assessment tools our school uses include: LAB-R; NYSESLAT; Foundations; Fountas and Pinnell; DIBELS and Unit tests. A triangulation of the data (Fountas & Pinnell Running Records, DIBELS and Unit assessments) showed that 8% of the ELL students are reading on or above grade level. The deficits were shown to be in decoding and fluency. Based on these findings, our plan is to implement Foundations and Wilson.

The data gathered from these assessments allow us to identify our ELLs' areas of strengths and weaknesses. We are able to use the data for lesson planning and addressing students' needs. The ESL teacher in collaboration with the classroom teachers are able to use the gathered data to differentiate instruction and organize flexible groupings.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Data patterns across proficiency levels identified on the LAB-R and NYSESLAT indicate the following:
 - * 31% of our ELL students showed improvement on the NYSESLAT from 2012 to 2013.
 - * Across the grades, 80% of the ELL students are showing growth in the areas of Listening and Speaking. However, Reading and Writing continues to be an area of deficit for our students. Our new ELL students showed the lowest achievement in the proficiency levels as they need time to build vocabulary and acquire the language.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
Patterns across the NYSESLAT modalities help us identify areas of strength and weaknesses, in reading comprehension and writing. The ESL teacher in collaboration with the classroom teachers will plan lessons to address students' specific needs. These lessons will be taught in the 90 minutes Blocks in Push-In / Pull-Out models. The ESL teacher will confer with the students in establishing students' goals.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a) Results of the NYSESLAT in the testing grades (3-5) indicate that 60 % of the ELL students scores decreased in the areas of reading and writing on the NYSESLAT by at least 3 points. In grades K-2, the trend noted on the Fountas & Pinell Running Records showed that 28 % of the students are on grade level. 33% of those students also received an overall rating of Advanced on the NYSESLAT.
 - b) The School Leadership reviews the data and makes program selection decisions. The teachers in collaboration with the Data Specialist analyze the data for instructions and student grouping.
 - c) The Periodic Assessments/Benchmark allows the school to identify the gaps in student learning.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
The school uses the data to group the students into Tiered groups (1, 2, and 3). The classroom teacher provides small group instruction using the core curriculum. The ESL teacher uses a research-based program to provide additional instruction based upon students' needs.
6. How do you make sure that a child's second language development is considered in instructional decisions?
The success of our Free Standing Push-In/Pull-Out program is evaluated through continuous formal and informal assessments of students' work performance in the classroom and in small groups sessions; and in analysis of test results including Periodic Assessment, NYSESLAT, and test practices.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?

- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

Paste response to questions here:

- 8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of the ELL program is assessed through using teacher-created assessments, Fountas & Pinnell Running Records.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
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 levels will continue to receive ELL services.
*[The Spanish LAB, is administered exclusively to the Spanish speaking ELLs to determine the students' language dominance. This test is administered once within the 10 day window. Based on the student's grade level, the content/modality is selected. Having completed the test, the ESL teacher hand scores, grades and forwards the test results to the "Screening Center" for official scoring.]
or,
* (The Spanish LAB is administered exclusively to the Spanish Speaking Students in conjunction with the LAB-R within 10 days after registration; and the content or modality is determined on the basis of students' grade level: Kindergarten students take only the Speaking and Listening portions, while students in upper grades are tested on all four modalities including Listening, Speaking, Reading, and Writing portions. The test is then hand-scored by the ESL teacher before being sent to the DOE Screening Center for official scoring.)
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, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
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. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The following steps are taken: The test coordinator in collaboration with the ESL teacher create a testing schedule. Letters are sent home to the parents informing them that the students will be tested. The ESL teacher administers the test as outlined in the memorandum from the state department. Parents of absent students are contacted by phone or in writing. Make-up tests are administered.

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

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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. 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)?

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

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

Our school subscribes to E.S.L Freestanding model. Therefore, students evaluation in the native language does not apply.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Through the process of Total Physical Response (TPR), the ESL teacher assesses students' understanding of commands given directly during a read aloud. Students in turn imitate the teacher and produce appropriate oral language response.

6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Based on students' proficiency level, work performance and student data in the content area and literacy, students are grouped according to their instructional needs.

a. 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)

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
 The ESL teacher uses the goals stated in the IEP to address the specific needs of the ELL-SWDs; using such strategies as small group instruction, multisensory material and graphic organizers for instruction. All grades implement the Common Core programs Ready GEN, Go Math!, and Foundations for Phonics. Additionally, all grades utilize the P.S. 398 curriculum maps to provide instruction in science and social studies.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
 The instructional strategy that the school utilizes is differentiated instruction based on data as well as the goals stated on the ELL-SWD IEP. The ESL teacher provides additional comprehensible input and realia to facilitate comprehension and obtain English proficiency.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

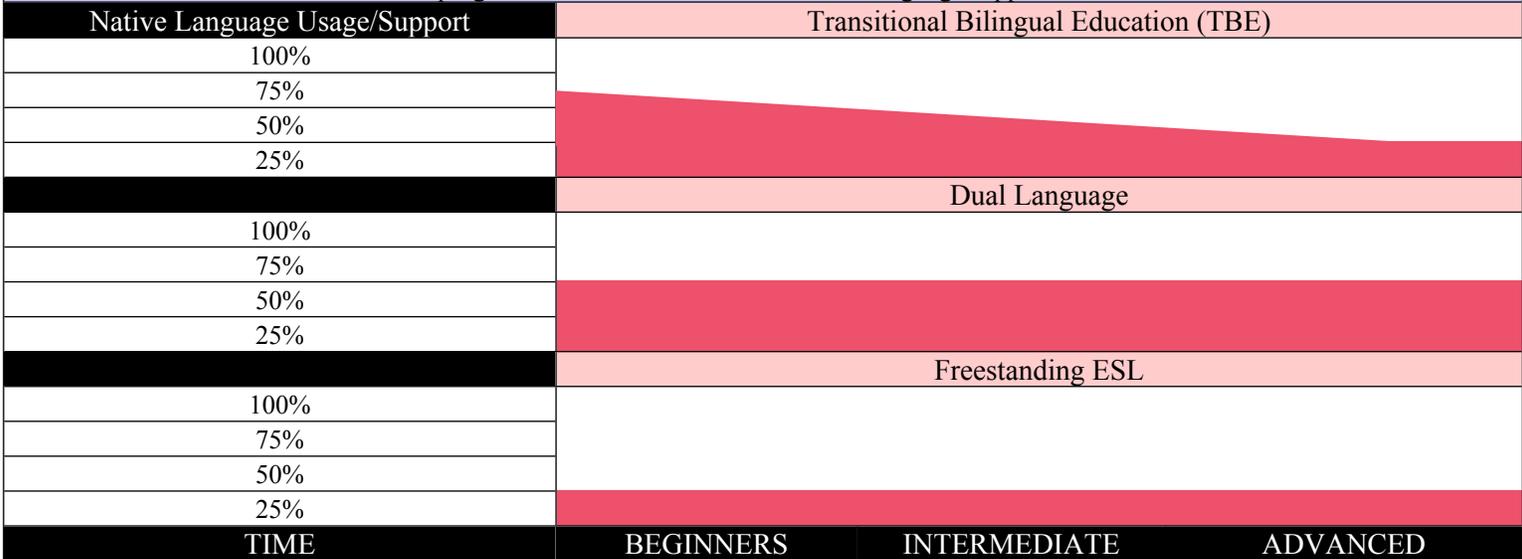
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

Our school uses SRA Reading Laboratory, Voyager, Wilson and Foundations programs for literacy intervention. To support Independent Reading, we will use 100 Book Challenge which provides books on all levels. In math, we are using Go Math! Intervention program and in the content area our ESL teacher scaffolds the lessons and identifies tiered words for instruction.

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

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. *In addition, these new proficiency achievers receive continuous support and are allocated extra time (time and a half), if needed, for two consecutive years, during the administrations of the English Language Art examination (ELA).

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

In our plan, we will continue to implement Ready GEN for literacy. For math, we will also continue to implement Go Math!. To augment our science program, teachers will utilize FOSS, to foster a deeper understanding of the content. In addition, we will continue to promote daily Independent Reading utilizing the 100 Book Challenge and Reading Logs. Student Independent Reading data reveals that 90% of ELLs are not reading or are read to at home. As such, we have adjusted our schedule schoolwide to accommodate an extra 30 minutes of Independent Reading every morning using the VOICES program. To maximize student support for non readers in this endeavor, all personnel resources including grandparents, program paraprofessionals and AIS are partnered with an ELL student and reads aloud to them.

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

We will not discontinue any program this year.

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

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.

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

ELL instructional materials include: Ready GEN, Go Math!, FOSS, SRA Reading Laboratory, Voyager, Wilson and Foundations materials. Other instructional materials include Foundations, which is used for vocabulary building, and phonics as well as sentence structure/development. SRA Expressive Writing, a direct instruction writing program is used for grades K-2. For technology, Starfall will be used to supplement independent reading resources as well as phonemic awareness.

We maintain a multilingual library from which fiction and nonfiction books written in English and students' native languages, (English and Spanish, English and Haitian-Creole) for literacy, are utilized by the ESL teacher for each respective subgroup. This approach facilitates scaffolding literacy instruction and accelerate the English language acquisition.

The content area materials used to support our ELLs: Time Magazines, Haitian Times and El Diro Magazines are utilized to supplement content area instruction. Schoolwide prescribed books used include: Houghton Mifflin for Social Studies; Go Math!, and Harcourt Science/FOSS.

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

Our Freestanding ESL program provides educational support in students' native languages by giving new comers access to our multilingual library, and by allowing them to temporarily utilize their native language, art, and music to express themselves as they gradually engage in building vocabulary in the target language (L-2). Fiction and nonfiction materials are utilized for support.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Our Freestanding 'push-in/pull-out' models support students by providing them with small group instruction. During instruction, students are guided to read leveled books and culturally related literature to facilitate language acquisition. Instruction is aligned with the grade curriculum.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
Newly enrolled ELL students are provided with a tour of the school and programs that are available within the school community. The students are grouped with other students who share cultural and language background to facilitate their integration into the NYCDOE school system.
18. What language electives are offered to ELLs?
We do not offer any language electives.
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. 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 here:

C. Professional Development and Support for School Staff

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

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.

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.

D. Parental Involvement

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

At our parent orientation meeting, the ESL teacher and our Parent Coordinator inform the parents 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.

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

Our ELL teacher and Parent Coordinator evaluate the needs of our parents during the initial Parent Orientation meeting, and follow-up with 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 in the community: public library; task force for assistance with homework in both English and parents' native language/s.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: 398

School DBN: 17K398

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Tammy Katan-Brown	Principal		11/15/13
Ava Brown	Assistant Principal		11/15/13
Mona Lucas	Parent Coordinator		11/15/13
Jacques Pinnette	ESL Teacher		11/15/13
Ann-Marie James	Parent		11/15/13
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Cecil Payne	Guidance Counselor		11/15/13
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 17k398 School Name: Walter Weaver

Cluster: 2 Network: 209

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.

2013-14 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 25.

Part A: School Information	
Name of School: The Walter Weaver School	DBN: 17K398
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 40
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" 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
Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 1
of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: The school will create a morning academy program for ELLs in grades ,2, 3,4, and 5. The program will focus on ELLs who have been receiving ESL services. The goal of the program will be to help students make yearly academic gains. The program will focus on content area reading and writing in order to build students background. The program will be held on Mondays-Thursdays from 7:25am to 7:55am.

Monday - Thursday 7:25a.m.-7:55 a.m., beginning Monday January 13th , 2014 and ending Thursday , April 25th , 2014 The program will service about 40 Students. The students will be place in 2 groups with the ESL co-teaching alongside a Common Branch teacher for a total of three teachers. The ESL teacher will spend 2 days co-teaching with group A (M-T) and two days co-teaching with group B (W-Th). The teachers will use the Lead and Support model of co-teaching. The ESL teacher will instruct the class with a focus on academic language while the CB teacher will provide content instruction to support content learning. The CB teacher will also assist the ESL teacher with providing the students with an interactive approach to the lesson through the use of technology (i.e. smartboard). This program will seek to individualize instruction and meet the diverse emotional, social and academic needs of our ELL population. Our instructional model will use English and the students' native language to improve academic and social language skills. To achieve this purpose various programs and activities will be implemented.

The program will run from January- April.. All instruction will be in English, and the program will be taught by one NYS certified ESL teacher and bi lingual teachers..

The materials to be used will include "Tell Me More English." , a web-based program. The program will be purchased with Title III funds

To enhance this program, students will use tactile materials such as clay, paint, paintbrushes, paper, craft supplies(for models). The teacher will use media sources from watchknowlearn.org, discoveryeducation, brainpop, and americanrhetoric.com.The Academy will meet for approximately 42 mornings .

Part C: Professional Development

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: After analyzing our data, we determined that our staff needs professional development for intergrating the needs of our ELL's into the CCLS. Our professional development piece will include PDs given by the ESL network leader and the ESL teacher to the Title III program teachers and 2nd - 5th grade classroom teachers of ELLs in the Title III program. The PDs will be given during their common preparation period once per month beginning in January and continuing through May (total of 5).

Topics to be covered during these PDs include:

Deconstructing complex sentences and moving from simple to complex sentence structures.

Another component of our professional development plan is to provide teachers of Title III students with professional development workshops on the social and emotional needs of ELL students. Providers will attend bi-monthly workshops provided by the DOE or UFT as well as workshops provided by the local Universities. Our model will use both English and the students' native language to improve academic and social language skills.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Parent engagement activities will include thtee training sessions, one at the end of January , and one at the beginning of February, and March on using the computer –based programs. The purpose of this training is to make parents familiar with the program. This way they will be able to monitor and encourage their children's use of the program at home. This training will benefit parents by informing them of grade level expectations, as well as provide an avenue through which parents can become more involved in their children's education. It will be provided by the ESL teacher and teachers, who are proficient in the program.

The training will take place before school and during school for one and a half hours. Interpretation will be provided. Notices about these training sessions will be sent home to parents in their preferred

Part D: Parental Engagement Activities

languages.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

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) <ul style="list-style-type: none"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		