



ROBERTO CLEMENTE LEARNING CENTER

2009-2010

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 04M038
ADDRESS: 232 EAST 103 STREET NEW YORK, NY 10029
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MAY 2009

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 04M038

SCHOOL ADDRESS: 232 EAST 103 STREET NY NY 10029

SCHOOL TELEPHONE: 212 860 5882 FAX: 212 860 6093

SCHOOL CONTACT PERSON: NORMA CARABALLO EMAIL ADDRESS: NCARABA@SCHOOLS.NYC.GOV

POSITION/TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: KAREN URRUTTIA-ORME

PRINCIPAL: NORMA CARABALLO

UFT CHAPTER LEADER: EILEEN FELICIANO QUINN

PARENTS' ASSOCIATION PRESIDENT: DIANE COLON

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: CSD#4 SSO NAME: LEADERSHIP LEARNING SUPPORT ORGANIZATION

SSO NETWORK LEADER: IRENE ROGAN

SUPERINTENDENT: LUZ CORTAZZO

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
NORMA CARABALLO	*Principal or Designee	
EILEEN FELICIANO QUINN	*UFT Chapter Chairperson or Designee	
DIANE COLON	*PA/PTA President or Designated Co-President	
CLOTILDE ARISMEDEZ	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
ROSALIE FIGUEROA	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
JANE HSU	Member/	
TIFFANY SESLER	Member/	
	Member/	

Signatures of the members of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

P.S. 38 is a school community passionately dedicated to the educational development of all of its children. We commit ourselves to creating a peaceful atmosphere of cooperation, respect, and academic excellence. Through rigorous standards in Literacy, Arts, Science, Social Studies, Math, Music and Technology, our students will master the skills to compete in a global society. The students will be challenged to evolve into citizens who bring forth intelligence, creativity, and hope as life-long learners.

The school's Pre-K through Grade 5 core curriculum is well organized and supplemented well by a range of other courses and activities. The school houses inclusion classes in every grade as well as two self contained classes in Grades 3 and 4. The calm and orderly school environment helps to improve student self assurance; they much enjoy their education and try hard to do well. The school offers intervention in Reading and Math skills. In addition our integrated curriculum with Social Studies and Science content resources during the school day are provided by a highly qualified teaching staff in the perspective curricular content areas. Intervention teachers push into classes to provide academic support for those students scoring in the lowest third citywide. The school offers enrichment via its Cluster Program. In addition, the school has responded to the recommendations identified by 2007-08 Progress Report and NY Start Data. The school has embraced recommendations of the 2008-09 Quality Review Evaluator by continuing its initiative to infuse modern technology as part of its core curricular program to engage students. The school continues to be identified and recognized by the 2008-09 School Quality Review as 'Well Developed' school in each of the five categories: **Gathering Data, Plan and Set Goals, Aligning Instructional Strategies to Set Goals, Aligning Capacity Building to Goals, and Monitoring and Revising Instructional Strategies for Accelerated Learning.** The school's long term use of school and student assessment data to set goals has promoted increased achievement. Evidence of this was reported in the Student Academic Performance and Academic Progress sections of the 2008-09 Roberto Clemente's School's Progress Report, where the school was identified as an A School with a score of 94.

The school believes in promoting school leadership and has a strong relationship with the Leadership LSO in supporting the school's professional development program for its teachers and staff. Administrators and teachers of all grades meet monthly with an effort of supporting students and teachers with curricular goals. The school staffs 2 Literacy Coaches, 1 Math Coach, who also serve to push into classroom to provide 'in class teacher support' and professional development via team teaching, coaching, modeling and researching of teaching best practices.

Roberto Clemente School's commitment to the social emotional development of its students also includes a menu of extra curricular activities during its afterschool program that serve to promote

leadership and positive self esteem. In addition to its core curricular program, the school offers a sports and arts afterschool program that includes Basketball, Martial Arts, Visual Arts, Dance, Voice, Music, Computer Technology, Tutoring/Homework Assistance, Double Dutch and Chess, which is supported by *Sports and Arts Foundation in NYC Public Schools*. The school believes strongly in developing the students' appreciation for the Arts. Towards that end, the school also provides enrichment as part of the school's regular instructional day offering Ballroom Dance and Storytelling provided by *American Ballroom Dancing*. Roberto Clemente continues its long relationship with Asphalt Green in its commitment to promote healthy living, physical education and sportsmanship. Asphalt Green offers a swimming program during the school year, where students are taught proper swimming techniques. The students participating with *Asphalt Green* participate yearly in their Big Swim Fundraising Event. Students' swimming techniques are celebrated by Asphalt Green Sponsors, parents, teachers and school administrators during the event. Students also receive medals each year for their accomplishments in the extended physical education program. This year Roberto Clemente/ Public School 38 will continue a *coed basketball team* for students in Grades 4 and 5. We celebrate that during the schools first year season, the PS 38 Wildcats achieved third place in the seasons' scheduled games. The team will continue to participate in several scheduled games playing against other elementary schools in Community School District Four. Public School 38 also has established a relationship with *Mighty Milers Runners Program*. Mighty Milers promote health and fitness by running daily and charting mileages. The students are invited to run at marathons at Central Park along with athletes, who participate with the Mighty Milers Runners Program. Another community based organization that has developed a long standing relationship with Public School 38 is '*Food Change*', which provides a Cookshop Program for early childhood students that promotes healthy eating. It serves to integrate many concepts and skills connected with Science and Writing. This year the school will implement a Cookshop Program for adults, targeted for parents. The school also collaborates with *Scholastic Reads, Barnes & Nobles' My Own Book Fund and School Wellness*. The School Wellness Program with Saphna Parich with Fox 5 will host '*The Biggest Loser*' with PS 38 staff.

SECTION III – Cont'd

Part B: School Demographics and Accountability Snapshot (Preliminary Version - June 2008)

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	P.S. 38 Roberto Clemente						
District:	4	DBN:	04M038	School BEDS Code:	310400010038		
DEMOGRAPHICS							
Grades Served:	Pre-K	√	3	√	7	11	
	K	√	4	√	8	12	
	1	√	5	√	9	Ungraded	√
	2	√	6		10		
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	35	35	27		90.2	89.7	TBD
Kindergarten	68	47	43	Student Stability - % of Enrollment:			
Grade 1	59	64	43	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	58	57	61		88.8	89.0	TBD
Grade 3	69	63	54	Poverty Rate - % of Enrollment:			
Grade 4	45	63	54	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	52	41	54		78.2	77.6	77.8
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 8	0	0	0		20	8	TBD
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	0	0	0		2	3	1
Grade 12	0	0	0	Special Education Enrollment:			
Ungraded	0	9	1	(As of October 31)	2006-07	2007-08	2008-09
Total	386	378	346				
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	12	12	20	Principal Suspensions	0	0	TBD
# in Collaborative Team Teaching (CTT) Classes	38	42	46	Superintendent Suspensions	12	9	TBD
Number all others	18	21	19	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0
(BESIS Survey)				Early College HS Program Participants	0	0	0
(As of October 31)	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	16	15	2	(As of October 31)	2006-07	2007-08	2008-09
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	37	36	40	Number of Teachers	33	40	41

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	4	0	0	Number of Administrators and Other Professionals	5	10	11
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	0	0
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	60.6	62.5	68.3
				% more than 5 years teaching anywhere	54.5	55.0	56.1
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2006-07	2007-08	2008-09		82.0	80.0	90.0
American Indian or Alaska Native	0.0	0.3	0.6	% core classes taught by "highly qualified" teachers (NCLB/SED definition)			
Black or African American	27.7	28.0	26.9		90.9	91.9	97.3
Hispanic or Latino	66.8	65.1	65.6				
Asian or Native Hawaiian/Other Pacific Isl.	2.8	3.2	3.2				
White	2.6	3.4	3.8				
Male	52.6	48.4	49.1				
Female	47.4	51.6	50.9				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2009-10) Based on 2008-09 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native							
Black or African American		√	√	-			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		-	-	-			
White		-	-	-			
Other Groups							
Students with Disabilities		√	√	-			
Limited English Proficient		-	-	-			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		5	5	3	0	0	0
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	TBD	Overall Evaluation:		TBD			
Overall Score:	TBD	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data				TBD	
School Environment:	TBD	Quality Statement 2: Plan and Set Goals				TBD	
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals				TBD	
School Performance:	TBD	Quality Statement 4: Align Capacity Building to Goals				TBD	
<i>(Comprises 25% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise				TBD	
Student Progress:	TBD						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	TBD						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◊ = Outstanding			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
<i>Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.</i>							

SECTION IV: NEEDS ASSESSMENT

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

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

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

The school reflects very carefully on all it does, using data extremely well to make its strategic decisions. These decisions also reflect the high expectations for the achievement and personal growth of the students, communicated by the principal and shared by the school community. The staff has addressed with diligence the issues raised by the School Quality Reviewer 2008-09, making good progress on all of them as evidence in the School quality Review 2008-09 when compared to the previous year. Professional development has been aligned well to the school's strategic priorities, especially to improve the differentiation of classroom instruction. The staff has worked very hard and successfully; learning much from each other through their collaborative approaches. Attendance has improved slightly. The school is in Year 3 of a restructured initiative in Grades PK -3 that would help to support increased student performance and progress at Grades 4 and 5 in Literacy. In addition, the school has established an Inquiry Team. The team serves to analyze student performance and progress trends in an effort to help the school community learn more about those observable trends and share best practices utilized by the Inquiry Team with a targeted group of students with the purpose that teachers should adopt and adapt these best practices to bring about increased student achievement for those students with similar academic performance in targeted concepts and skills throughout the school. The school agrees with Quality Review 2009-10 overall findings that the school's core curriculum is well organized and supplemented well by a range of other courses and activities. The school demonstrates a calm and orderly school environment which helps to improve student self-assurance. Students demonstrate and share that they enjoy learning and try hard to do well. Teachers provide instructional opportunities that support student engagement. Overall the school has demonstrated that they are in good standing with New York State for a number of years.

An increase in the use of technology in the classroom in order to engage students as recommended on the 2007-08 School Quality Review has been addressed by the school and continues the initiative to improve upon. The school has been diligent in the setting of short, interim and long term goals, as a recommendation to better address the needs of students at the school. Longer-term achievement goals have been set, monitored and evaluated over time consistently across the grades in an effort to promote an increase in student achievement. Based upon individual students, class and school performance and progress assessment data provided via NYCDOE Assessment and Accountability

Systems such as NY Start, ARIS, and ACUITY, the school has established school policy and procedures throughout the school promoting increased achievement for all students in all content areas. The school was found to demonstrate exceptional vigilance in tracking the progress of students who were not meeting grade level expectations by scoring far below grade criteria.

The school's Inquiry Teams' work in monitoring and analyzing very useful data in Mathematics is further evidence of the important role that data plays in the school's evaluative procedures. During the 2008-09 school year the Inquiry Team focused on Grade 4 Mathematics and targeted 20 students in the lowest 1/3 citywide ranging in scale scores of 590-690 on the 2008 NYS Math Assessment. The teams' exceptional work indicates: 85% of student of Black and 83.6 % of students of Hispanic ethnicity scoring at levels 3 and 4 on the 2009 NYS Math Assessment. 80 % of ELLs and 61 % of students receiving special education services scored at levels 3 and 4 as well. All the afore-mentioned demonstrating an increase when compared to 2007-08 data.

An analysis of data in English Language Arts indicates similar school data. 2008-09 school data shows 67.3% of students of Black ethnicity scoring at levels 3 & 4 on the NYS ELA while Hispanic population in testing grades demonstrate a 66.1 % at levels 3 and 4. 40% of ELLs in Grades 3-5 scored at Levels 3 and 4 as well with 60 % of ELLs who scored at levels 1 and 2 identified as students in Grade 3 and receiving special education services. A 9.8 % increase was observed in students scoring at levels 3 and 4 was observed with the school special education population. 75 % of the female population and 60 % of males at PS 38 scored at levels 3 and 4 on the 2009 NYS ELA.

The Inquiry Teams' success on the 2008-09's well-chosen targeted group; twenty Grade 4 students demonstrated that most students targeted were of boys of Black ethnicity, special needs as well as some students male and female identified as scoring within the range of a low level 3 at 650-690 scale score . Overall, 2008-09 school data demonstrates an increase when compared to the last three years' data.

The improvements in the school are indicated by its 'Well Developed' Quality Review and increase score on the 2009 Progress Report. Student progress and engagement are improving as a result. The school's good capacity to use data, set goals and align instructional initiatives show that it is well placed to make further improvements.

In summary identifiable strengths utilizing school data such as NY Start, 2006-07 and 2007-08 and 2008-09 School Progress Reports, 2006-07, 2007-08 School Report Cards, school soft data indicates that the school consistently improves student performance for those students identified as academically at risk throughout the years in Reading and Math. In addition, the school has demonstrated sustainability of academic performance for those students at, near and/or exceeding grade level criteria. Following are strengths noted when comparing 2009 student data with 2008 student data.

English Language Arts Strengths

- An increase of 13.7 % on academic performance on NYS English Language Arts Assessment for those students scoring at or exceeding grade level criteria with an increase in median score when compared to the previous year's data.
- An increase of 6.5 % on academic progress on NYS English Language Arts Assessment for those students scoring at or exceeding grade level criteria with an increase in median score when compared to the previous year's data.
- An increase of .25% in the number of students demonstrating an increased proficiency when compared to previous year's data
- A 12.5% increase for those students achieving a one year gain on academic performance on the NYS ELA when compared to the previous year's data

Mathematics Strengths

- An increase of 12.4 % on academic performance on the NYS Math Assessment for those students scoring at or exceeding grade level criteria with an increase in median score when compared to the previous year's data.
- An increase of 22.1% of students demonstrating at least a one year gain on the NYS Math Assessment when compared to last year's data.
- An increase of .25 % progress for students identified as the lowest 1/3 citywide on the NYS Math Assessment when compared to previous year's data.

Challenges to Improve on English Language Arts Strengths

- Increase in students demonstrating at least 1 ½ year gain on NYS ELA for those students far below and/or in the lowest 1/3 on grade level expectations. (*Special Education & ELLs*)
- Prevent slippage in academic progress for those students identified as at or exceeding grade level expectations
- Continued focus on increasing academic achievement for Grade 2 and 3 ELLs identified as intermediate/advanced in an effort to support meeting grade level Reading criteria.
- Continued focus on increasing academic achievement for all students identified with IEPs
- Continued focus on increasing parental involvement
- Continued improvement on recorded daily student attendance and tardiness
- Reduction in school budget to maintain reduced class size in upper grades as well as provide push in support
- Establishing Professional Learning Teams within grades in an effort to focus on ELA while Inquiry Team focuses on Math

Challenges to Improve In Mathematics

- A continued focus in Math as targeted by the 2009-10 Inquiry Team given that the students scoring in the lowest 1/3 citywide perform at a scale score lower than those targeted last year and most are students targeted to receive special services.
- Continued focus on increasing parental involvement
- Reduction in school budget to provide push in support

Challenges to Improve in Attendance

- Increase the number of students in attendance daily in Early Childhood Grades Pre-K, K and Grade 1
- Decrease the number of students arriving tardy on a daily basis.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

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

Principal’s Name: **Norma Caraballo**
 School Name: **Roberto Clemente School** District: **04**
 Superintendent: **Luz Cortazzo**
 SSO: **Leadership Learning Support Organization** Network Leader: **Irene Rogan**

Date: Due September 30, 2009

Goal Number 1	
Goal	Describe your goal. <i>To develop a coherent curriculum across multiple grades</i>
Measurable Objective	Set the measurable target that will define whether you have met your goal. <i>60% of teachers will engage in curriculum mapping in an effort to horizontally and vertically align curriculum in ELA, Math, and Science.</i>
Action Plan	<ul style="list-style-type: none"> • <i>Teachers will meet in May 2010-June 2010 in an effort to begin mapping curriculum.</i> • <i>Teachers will meet cross grade</i> • <i>Per Session will be offered</i>
Evidence	<ul style="list-style-type: none"> • <i>Monthly Units that are grade appropriate</i> • <i>Monthly units that are aligned within a grade</i> • <i>Monthly Goal Assessments that are aligned within the grade</i> • <i>Monthly Units posted on PS 38 web (E-chalk)</i> <p>Funding:</p> <ul style="list-style-type: none"> • <i>Title I ARRA/ Title I SWP Tax Levy,</i>

Goal Number 2	
Goal	<p>Describe your goal.</p> <p><i>To improve teacher expertise in the use of data to inform decisions for differentiation of instruction</i></p>
Measurable Objective	<p>Set the measurable target that will define whether you have met your goal.</p> <p><i>100% of teachers will engage in professional development addressing differentiating instruction to address students' needs of those students with IEPs, ELLs, Hispanic and African Americans</i></p>
Action Plan	<ul style="list-style-type: none"> • <i>Train teachers to create itemized assessments of Pre/Post Assessments</i> • <i>Train teachers in Grades 3-5 to use ARIS and ACUITY</i> • <i>Train teachers in Gr. K-3 on dibels 3 D</i> • <i>Train teachers in Gr. 3-5 on analyzing itemized results of ITAs, Predictive, simulated assessments in ELA, Math, Science for Gr. 4 and NYS Soc Studies for Gr. 5</i> • <i>60% of the teaching staff will demonstrate differentiated instructional strategies</i> • <i>75 % of teachers will reflect resources used to differentiate instruction</i> • <i>Monthly Grade Meetings on use of data to inform setting of interim instructional goals</i> • <i>Lunch/Learns on Conferencing, Leveled Libraries, UbD,</i> • <i>PD Prep for Data Analysis and Grade ITs</i>
Evidence	<ul style="list-style-type: none"> • <i>Monthly Unit Plans with differentiated strategies for targeted instructional groups</i> • <i>Running Records</i> • <i>Walk throughs</i> • <i>Leveled and labeled Libraries</i> • <i>Note-taking templates</i> • <i>Student Guided Groups for Reading/Math/ Writing, Social Studies, Word Study</i> • <i>Daily/Weekly Lesson</i> • <i>Teacher Observation</i> • <i>Student Assessment binders</i> • <i>Teacher Assessment binders</i> <p>Funding:</p> <ul style="list-style-type: none"> • <i>Title I ARRA/ Title I SWP Tax Levy,</i>
Goal Number 3	
Goal	<p>Describe your goal.</p> <p><i>To develop teachers' expertise in ELA strategies in order to expand and improve teaching methods</i></p>

Measurable Objective	<p>Set the measurable target that will define whether you have met your goal.</p> <ul style="list-style-type: none"> • 100% of the classroom teachers will engage in professional development utilizing the Teachers' College Reading and Writing Workshop Model in Grades 4-5 • 100% of the classroom teachers will engage in professional development utilizing the Teachers' College Writing Workshop Model in Grades K-3 • 100% of the classroom teachers will engage in professional development utilizing the Reading First Program via a Workshop Model Approach in Grades K-3
Action Plan	<ul style="list-style-type: none"> • Meet with teachers, Literacy Coaches on a weekly basis in order to provide strategies in ELA • The approved SBO reflects an 8 period day of which 1 PD period will be used for grade unit and weekly planning of best practices used in ELA • The approved SBO reflects an 8 period day of which 1 PD period will be used for grade unit and weekly planning of those strategies used in ELA for differentiated instruction using student data • The approved SBO reflects an 8 period day of which 1 PD periods will be used for grade analysis of student data in ELA to inform instructional teaching strategies • The approved SBO reflects an 8 period day of which 1 PD periods will be used for grade meetings with a supervisor(s), Literacy & Math coaches to provide PD on improving teaching methods • Literacy coaches will provide in class coaching and modeling as well as team teaching opportunities in an effort to improve teaching methods. • 2009-10 Prep Schedules will reflect set common meeting times within a grade for planning of no less than 3 times weekly • Teachers will attend Professional Learning Workshops in ELA provided by the Leadership LSO based upon teachers' differentiated needs • Teachers will engage in professional development on a bi- weekly basis, which will focus on the ELA Workshop Model provided by the Literacy Coaches
Evidence	<ul style="list-style-type: none"> • Monthly Unit Plans with differentiated strategies for targeted instructional groups • Running Records • 'Walk Throughs' • Leveled and labeled Libraries • Note-taking templates on differentiated/guided conferencing • Student Guided Groups for Reading, Writing, Word Study • Daily/Weekly Lesson • Teacher Observation • Student Assessment binders

	<ul style="list-style-type: none"> • <i>Teacher Assessment binders</i> Funding: <ul style="list-style-type: none"> • <i>Title I ARRA/ Title I SWP Tax Levy,</i>
Goal Number 4	
Goal	Describe your goal. <i>To increase the number of teachers participating in Inquiry Teams</i>
Measurable Objective	Set the measurable target that will define whether you have met your goal. <i>90 % of teachers will participate in Inquiry Team based best practices in Literacy and Math</i>
Action Plan	<ul style="list-style-type: none"> • <i>The approved SBO reflects an 8 period day of which 1 PD period will be used for grade analysis of student data in ELA to inform instructional teaching strategies</i> • <i>The approved SBO reflects an 8 period day of which 1 PD period will be used for grade meetings with a supervisor(s), Literacy & Math coaches to make informed decisions on improving teaching methods</i> • <i>2009-10 Prep Schedules will reflect set common meeting times within a grade for planning of no less than 3 times weekly</i> • <i>Teachers will attend Professional Learning Workshops in ELA provided by the Leadership LSO based upon teachers' differentiated needs</i> • <i>Teachers will engage in professional development on a bi- weekly basis, which will focus on the ELA Workshop Model provided by the Literacy Coaches to meet the needs of students scoring in the lowest 1/3 in Reading and Math</i> • <i>Data Specialist will provide information for individual grade teams on those students that have demonstrated a slippage in academic performance in order to make informed decisions on monitoring and revising instructional approaches</i> • <i>Teacher training on use of ARIS, ACUITY, Creating Itemized Analysis Templates on student assessments</i>
Evidence	<ul style="list-style-type: none"> • <i>Monthly Unit Plans with differentiated strategies for targeted instructional groups</i> • <i>Running Records</i> • <i>'Walk Throughs'</i> • <i>Note-taking templates on differentiated/guided conferencing</i> • <i>Student Guided Groups for Reading, Writing, Word Study</i> • <i>Daily/Weekly Lesson</i> • <i>37.5 Minute Block Intervention(s) for all students in Gr. 1-5</i> • <i>Monitoring of Instructional Groups during 37.5 Minute</i>

	<p><i>block</i></p> <ul style="list-style-type: none"> • <i>Teacher Observation</i> • <i>Student Assessment binders</i> • <i>Teacher Assessment binders</i> <p>Funding:</p> <ul style="list-style-type: none"> • <i>Title I ARRA/ Title I SWP Tax Levy,</i>
<p>Goal Number 5</p>	
<p>Goal</p>	<p>Describe your goal.</p> <p><i>To develop teachers' expertise in Math strategies in order to expand and improve teaching methods</i></p>
<p>Measurable Objective</p>	<p>Set the measurable target that will define whether you have met your goal.</p> <ul style="list-style-type: none"> • <i>100% of the classroom teachers will engage in professional development utilizing Everyday Learning Chicago Math in Gr. PK-5</i> • <i>100% of the classroom teachers will engage in professional development integrating Math and Writing in Grades 2-5</i>
<p>Action Plan</p>	<ul style="list-style-type: none"> • <i>Meet with teachers, Math Coaches and AIS Math teacher on a weekly basis in order to provide strategies in Math</i> • <i>The approved SBO reflects an 8 period day of which 1 PD period will be used for grade unit and weekly planning of best practices used in ELA/Math</i> • <i>The approved SBO reflects an 8 period day of which 1 PD period will be used for grade unit and weekly planning of those strategies used in ELA for differentiated instruction using student data</i> • <i>The approved SBO reflects an 8 period day of which 1 PD periods will be used for grade analysis of student data in ELA/Math to inform instructional teaching strategies</i> • <i>The approved SBO reflects an 8 period day of which 1 PD periods will be used for grade meetings with a supervisor(s), Literacy & Math coaches to provide PD on improving teaching methods</i> • <i>Math Coach will provide in class coaching and modeling as well as team teaching opportunities in an effort to improve teaching methods.</i> • <i>2009-10 Prep Schedules will reflect set common meeting times within a grade for planning of no less than 3 times weekly</i> • <i>Teachers will attend Professional Learning Workshops in Math provided by the Leadership LSO based upon teachers' differentiated needs</i> • <i>Teachers will engage in professional development on a bi- weekly basis, which will focus on the Workshop Model approach for teaching Math provided by the Math Coach</i>

Evidence	<ul style="list-style-type: none">• <i>Monthly Unit Plans with differentiated strategies for targeted instructional groups</i>• <i>Pre/Post Unit Tests</i>• <i>'Walk Throughs'</i>• <i>Note-taking templates on differentiated/guided student conferencing</i>• <i>Student Guided Groups for Math, Writing, Math Vocabulary, Problem Solving</i>• <i>Daily/Weekly Lesson</i>• <i>Teacher Observation</i>• <i>Student Assessment binders</i>• <i>Teacher Assessment binders</i> <p>Funding:</p> <ul style="list-style-type: none">• <i>Title I ARRA/ Title I SWP Tax Levy,</i>
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SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve academic performance in English Language Arts by 5 % for all students in Grades K-5 scoring at, near or exceeding grade level expectations as measured by the Spring 2010 NYS English Language Arts Assessment and 2010 Dibels End of Year Benchmark</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Un-interrupted 90 minute literacy block, using a workshop model approach towards balanced literacy for Grades 4-5 that includes Word Study, Read Aloud, Explicit Instruction via Mini-lesson, Shared Reading/Writing, Guided and Independent Reading 5 days per week. • Un-interrupted 90 minute literacy block, utilizing the Reading First Program for Grades K-3 targeted to develop the 5 competencies of Reading; <i>Phonics, Phonemic Awareness, Vocabulary, Fluency and Comprehension</i>. Delivery of instruction includes the development of oral language via Read Aloud, Explicit Instruction via Mini-lesson, Shared Reading/Writing, Guided and Independent Reading 5 days per week as well as differentiated centers for Phonics and Guided Practice/Guided Reading and Independent Reading. • Push In Reading support during the 90 minute literacy block provided by Academic Intervention Services (AIS) Reading Teacher, Special Education Teacher Support Services (SETSS), In Class Literacy Coach Support, ESL Teacher Support for those students scoring in the lowest 1/3 citywide, English Language Learners and/or students eligible for special education services for a duration of 30 minutes 5 days per week. • Continue implementation of long and short term learning goals with students in Grades K-5 in ELA • 37 ½ minutes of supplementary support and/or enrichment for all students 2 days per week in small groups • Reading After-school Program support for students scoring in the lowest 1/3 for Grades 2-5 citywide 3 days per week for a duration of 45 minutes • Project READ After-school Tutorial Program support for students scoring in the lowest 1/3 citywide 3 days per week for a duration of 45 minutes for students in Grades 1 & 2 • Supplementary Support for students at or exceeding grade level expectations in Reading via a Pull Out program provided by the school's Reading Specialist using social studies and science (non-

	<p>fiction) resources for 30 minutes 3 days per week.</p> <ul style="list-style-type: none"> • Monthly Grade Meeting with Administrators and Coaches to discuss student achievement and observable trends with students not meeting expectations • Conduct Academic Intervention Team (AIT) meetings every 2 weeks to discuss students not making progress and establish further academic support • 50 minute block 4 days per week of the Teachers College Writers' Workshop for the modeling of craft writing lessons in various genres. 														
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<table border="0"> <tr> <td>Literacy Coach</td> <td>(Title I)</td> </tr> <tr> <td>Academic Intervention Reading Teacher</td> <td>(Title I/Tax Levy/Contracts for Excellence)</td> </tr> <tr> <td>Special Education Support Services Teacher</td> <td>(Tax Levy)</td> </tr> <tr> <td>ESL Teacher</td> <td>(CR Part 154/ Tax Levy)</td> </tr> <tr> <td>Afterschool Program</td> <td>(Title I/Tax Levy)</td> </tr> <tr> <td>37 ½ Minutes</td> <td>(Various/Teacher Contractual Agreement)</td> </tr> <tr> <td>School Administrators</td> <td>(Tax Levy)</td> </tr> </table>	Literacy Coach	(Title I)	Academic Intervention Reading Teacher	(Title I/Tax Levy/Contracts for Excellence)	Special Education Support Services Teacher	(Tax Levy)	ESL Teacher	(CR Part 154/ Tax Levy)	Afterschool Program	(Title I/Tax Levy)	37 ½ Minutes	(Various/Teacher Contractual Agreement)	School Administrators	(Tax Levy)
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School Administrators	(Tax Levy)														
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Monthly Units in Literacy utilizing Teachers' College Reading & Writing Project Curricula in Grades 3-5 • McGraw Hill Predictive Assessments in October 2009 and May 2010 for Grades 3-5 • McGraw Hill Interim Targeted Assessments 3 times September 2009-May 2010 • Dibbles Interim Progress Monitoring Assessments (every 2 weeks for students scoring at intensive range, every 4 weeks for students scoring at strategic range and every 6 weeks for students scoring at benchmark range in oral language, phonemic awareness and fluency) • Simulated School NYS ELA Assessments & Teacher Assessment Analysis of Student Progress and Tracking • Short Term Goals and Objectives set by Classroom Teachers for individualized student assessments 4-6 weeks • Monitoring Monthly Independent/Guided Reading Progress utilizing TC Reading Inventories every 4 weeks • Scantron Assessments • Acuity <p>Teachers are expected to track student progress in targeted skill areas identified via an analysis of an initial NYS ELA Test Simulation in September 2009 in order to establish short term goals for students. Student progress is monitored daily, weekly etc to check for progress. Observable expectations are an increase of a minimum of 4 independent reading levels as measured by the TC Reading Inventory and a gain in NYS ELA Performance Index by June 2010</p>														

Subject/Area (where relevant): Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve academic performance in Math by 5 % for all students in Grades K-5 scoring at, near or exceeding grade level expectations as measured by the Spring 2010 NYS Math Assessment</p>														
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • 100 minute Math block, using a workshop model approach towards teaching Math that includes 5 Minute Mental Math/Problem of the Day, Homework Review, Explicit Instruction via Mini-lesson, Shared Math Activity/Writing, Guided and Independent Math Activities and 30 minutes of Math Games associated with the Chicago Math Program 5 days per week. • Push In Math support during the 100 minute math block provided by Academic Intervention Services (AIS) Math Teacher, Special Education Teacher Support Services (SETSS), In Class Math Coach Support, ESL Teacher Support for those students scoring in the lowest 1/3 citywide, English Language Learners and/or students eligible for special education services for a duration of 30 minutes 5 days per week. • 37 ½ minutes of supplementary support and/or enrichment for all students 2 days per week in small groups • Math After-school Program support for students scoring in the lowest 1/3 citywide 3 days per week for a duration of 45 minutes • Supplementary Support for students at or exceeding grade level expectations in Math via a Pull Out program provided by the school's Math Specialist 														
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School Administrators	(Tax Levy)														
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Monthly Units in Math utilizing Everyday Learning/Chicago Math Curricula in Grades 3-5 • McGraw Hill Predictive Assessments in November 2009 and May 2010 for Grades 3-5 • McGraw Hill Interim Targeted Assessments 3 times September 2009-May 2010 • Simulated School NYS Math Assessments & Teacher Assessment Analysis of Student Progress and Tracking • Short Term Goals and Objectives set by Classroom Teachers for individualized student assessments 4-6 weeks • Monitoring Monthly Pre Unit Assessments to inventory areas of strength and weaknesses within the proposed unit for differentiated instructional grouping every 4– 6 weeks • Scantron Assessments • Acuity 														

	Teachers are expected to track student progress in targeted skill areas identified via an analysis of an initial NYS Math Test Simulation in September 2008 in order to establish short term goals for students. Student progress is monitored daily, weekly etc to check for progress. Observable expectations are an increase of a minimum of 3 questions for each identified targeted strand and/or concept & skill as an area of needs improvement as measured by the simulated NYS Math Test, Monthly Unit tests, Interim Assessments and 2010 NYS Math Test by June 2010
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Professional Development

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<i>By June 2010, 85% of teachers in grades Pre-K-5 participating in professional development activities will show evidence of increased ability to provide individualized and differentiated instruction through the use of multiple instructional strategies and approaches.</i>
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<p>Professional Development in Reading</p> <ul style="list-style-type: none"> • <i>Balanced Literacy Using the TC Readers' Workshop Approach in grades 4-5</i> • Reading First Initiative in Grades K-3 • Writing Process Using TC Writers' Project • Reading Skills development • Vocabulary development • Integration of Content Areas Using Non-Fiction • Dibbles, ECLAS, E-PAL, PPVT using Wireless Palm Tool • Informal Reading and Writing Assessments • Cooperative Learning • Developing Effective Questioning Using Higher Order Thinking Skills (HOTS) • Developing Oral Language via Accountable Talk • Tacking student Progress • Analyzing Student Work • Guided Reading, Guided Practice • Leveling Libraries • Read Aloud and Think Alouds • Teaching Phonics • Wilson , Foundations <p>Professional Development in Mathematics</p>

- *Everyday Mathematics*
- Curriculum Mapping integrating the multiple intelligences
- Designing performance tasks
- Integrating math and literacy instruction
- Integrating math and technology instruction
- Inquiry based learning
- Application of problem solving method including the Problem Solving Blueprint
- Problem solving strategies
- Concrete and abstract math
- Integration of performance standards
- Integration of Cooperative Learning strategies to enhance math instruction
- Hands-on activities to conceptualize skills

Professional Development in Science

- Thematic units on various learning modalities
- Implementation of science standards
- Focus on skills of ESPET
- Inquiry based learning
- Use of Scientific Method
- Hands on application of science concepts and New York State and New York City Performance Standards
- Backward Design as a tool for planning
- Cookshop

Professional Development in Technology

- Expand use of technology to support instruction
- Assess teacher's technology skills
- Classroom use of technology standards
- Usage of software
- Integrating technology into all curriculum areas of instruction

Professional Development in Social Studies

- Develop use of primary sources in social studies
- Create interdisciplinary thematic units utilizing a Backward Design (UbD)
- Develop literacy connections to social studies using historical fiction
- Integration and alignment of the Social Studies and the English Language Arts Performance

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<table> <tr> <td>Coaches</td> <td>(Title I/ Reading First/Tax Levy)</td> </tr> <tr> <td>Special Education Support Services Teacher</td> <td>(Tax Levy)</td> </tr> <tr> <td>ESL Teacher</td> <td>(CR Part 154/ Tax Levy)</td> </tr> <tr> <td>School Administrators</td> <td>(Tax Levy)</td> </tr> <tr> <td>Leadership LSO</td> <td>(Tax Levy)</td> </tr> <tr> <td>Food Change</td> <td>(Grant)</td> </tr> </table>	Coaches	(Title I/ Reading First/Tax Levy)	Special Education Support Services Teacher	(Tax Levy)	ESL Teacher	(CR Part 154/ Tax Levy)	School Administrators	(Tax Levy)	Leadership LSO	(Tax Levy)	Food Change	(Grant)
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<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Student achievement will increase • More effective teaching will lead to greater student achievement in all areas • Through observations by Principal and Assistant Principal • Higher results on ECLAS and Standardized tests • Progress Indicator Assessments • Evidence of improved quality of student work in portfolios 												

Subject/Area (where relevant): Parental Involvement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><i>By June 2010, there will be a 5 % increase in parental involvement as measured by attendance data during school activities and PTA Meetings.</i></p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Ongoing continued involvement of parent coordinator in the setting of school policies, schedules, priorities and goals to enhance articulation with parents to inform in terms of vital information quickly and accurately • Establish parent bulletin board to highlight parent activities. (Ongoing) • 2009-10 School Year Calendar sent home September 2009 • Parent Student Handbook on NYCDOE Regulation and Policy sent home September 2009 • Monthly Calendars sent home informing parents of Parent Workshops/Trip offered • Continue meeting with parents at P.A./Principal Quarterly meetings as required by the Chancellor and at other scheduled/nonscheduled meetings • Continue monthly parent workshops in curricular areas and related areas in an effort to support parents with strategies that they can use to assist their children at home • Continued open lines of communication with parents/community apprising of school activities through dissemination of parent letters, school calendars, telephone outreach in order to seek parental involvement in the education of their children (Ongoing) • To increase the collaboration of community based organizations such as Jobnet, Museo del Barrio

	<p>etc (Ongoing)</p> <ul style="list-style-type: none"> Continued meeting with and involvement of regional staff to strengthen the delivery of educational services provided to students, parents, and staff (Monthly) Continued parent membership and engagement on our School Leadership Team held on First Friday of every Month Continue training for and ensure the participation of parents in the School's Learning Leaders September – December 2010 Provide Student Interim Progress Reports every 6 weeks to Parents Conduct Parent Teacher Conferences in November 2009 and March 2010 Conduct Promotion In Doubt Conferences with Parents of students in danger of Hold Over Status in January- February 2010. Implement Family Reading Day on third Friday per month from October 2009– June 2010 Implement a Family Math Day on fourth Thursday per month from October 2009– June 2010 Implement a Basic Computer Skills Workshops for Parents Establish a School Volunteer Program 																
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<table border="0"> <tr> <td>Math Coach</td> <td>(Title I)</td> </tr> <tr> <td>Literacy Coaches</td> <td>(Title I)</td> </tr> <tr> <td>Special Education Support Services Teacher</td> <td>(Tax Levy)</td> </tr> <tr> <td>ESL Teacher</td> <td>(CR Part 154/ Tax Levy)</td> </tr> <tr> <td>School Administrators</td> <td>(Tax Levy)</td> </tr> <tr> <td>Parent Coordinator</td> <td>(Tax Levy)</td> </tr> <tr> <td>School Psychologist</td> <td>(SBST)</td> </tr> <tr> <td></td> <td>(Title I SWP)</td> </tr> </table>	Math Coach	(Title I)	Literacy Coaches	(Title I)	Special Education Support Services Teacher	(Tax Levy)	ESL Teacher	(CR Part 154/ Tax Levy)	School Administrators	(Tax Levy)	Parent Coordinator	(Tax Levy)	School Psychologist	(SBST)		(Title I SWP)
Math Coach	(Title I)																
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<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> Greater participation and return of the yearly parent and teacher learning survey and school survey Noted increase in attendance and quality of teacher/parent PA Meetings agendas/attendance sheets Community agencies referral letters Decrease in number of parent concerns and issues 																

Subject Area

Attendance

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, the overall attendance rate of the entire student body in Grades Pre-K through 5 will increase to 92%</p>	
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Parents’ Newsletter will emphasize the importance of attendance and will feature the up to date attendance statistic for the school (Ongoing & Monthly) • Monthly meetings with the attendance committee to review the attendance of specific students o the 2nd Tuesday Monthly. • Continued use of systems and structures developed such as ILOG to document, monitor and discuss next steps to improve attendance and lateness; including creating form letters to mail home, making phone calls to parents daily, having meetings with parents and when necessary, involve ACS in cases of “Educational Neglect”. • To look into systems such as the “School Messenger” phone system to notify parents of their child’s absence and lateness. • Consistent date scheduled for Perfect Attendance Assemblies, where incentives are awarded monthly in an effort to celebrate improved student attendance and punctuality. • Continued celebration of those students identified as displaying a Monthly Perfect Attendance by posting their name on the Monthly Perfect Attendance Bulletin Board. • Monthly Awards for Perfect Class Attendance /Punctuality • Maintain and review log of phone calls made and letters sent to parents to evaluate improvement in attendance and lateness • Attendance will be discussed at the monthly PTA meetings • To monitor the weekly attendance to date as measured by ATS and the Statistics section on the schools.nyc.gov website. • To achieve an increase in attendance as measured by the Progress Report Card. 	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>School Social Worker School Family Workers School SAPIS Worker Parent Coordinator Pupil Accounting Secretary School Administrators</p>	<p>(Tax Levy /IDEA/AIDP) (Tax Levy/AIDP/ Universal Pre-K) (SAPIS) (Tax Levy) (Tax Levy) (Tax Levy)</p>

**Indicators of Interim Progress
and/or Accomplishment**

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

- Greater participation and return of the yearly parent and teacher learning survey and school survey
- Noted increase in attendance and quality of teacher/parent PA Meetings agendas/attendance sheets
- Community agencies referral letters
- Decrease in number of parent concerns and issues
- Increase improvement on Student Short Term Goal Objectives

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

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

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

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APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	20	20	N/A	N/A	n/a	N/A	7	N/A
1	19	19	N/A	N/A	n/a	N/A	9	N/A
2	25	20	N/A	N/A	n/a	N/A	7	N/A
3	26	20	N/A	N/A	n/a	N/A	17	N/A
4	40	8	10	20	n/a	N/A	24	N/A
5	17	10	13	25	n/a	N/A	9	N/A
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Appendix 1 – Part B: AIS PROGRAM DESCRIPTIONS

<p><i>Name of Academic Intervention Services (AIS)</i></p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, peer tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA: Reading/Writing</p>	<p>Grades 3-5 Academic Intervention Services at PS 38 serve to provide further support for struggling readers in grades 3-5 via a 45 minute push in model during the 90 minutes of uninterrupted Reading block by an AIS Reading Teacher/Staff Developer who services level 1 and some low level 2 students. In addition, level 2 students and some level 1 are provided with extra support via our extended day program in Reading 3x/ week. Tutoring Volunteers are also utilized to provide students with extra support 2x/week. Teachers utilize their weekly professional development prep to work with struggling small groups of readers. District support is provided for reduced class size in Grade 4</p> <p>Grade K-2 Academic Intervention Services at PS 38 serve to provide further support for struggling readers in grades 1&2 via a 45 minute push in model during the 90 minutes of uninterrupted Reading block by a Bright Star/ AIS Reading Recovery Teacher who services level 1 and some low level 2 students. Two Reading Recovery teachers service at risk students one to one in the afternoons. Tutoring Volunteers are also utilized to provide students with extra support 2x/week. Teachers utilize their weekly professional development prep to work with struggling small groups of readers. District support is provided for reduced class size in Grade K-3</p> <p>Intervention by an AIS teacher via PIP plan using Voyager, Great Leaps, Foundations and/or Wilson</p>
<p>Mathematics:</p>	<p>Grades 3-5 Academic Intervention Services at PS 38 serve to provide further support in grades 3-5 via a 30 minute push in model during the 75 minutes of math instruction by an AIS Math Teacher who services level 1 and some low level 2 students. In addition, level 2 students and some level 1 are provided with extra support via our extended day program in Math 3x/ week. Tutoring Volunteers are also utilized to provide students with extra support 2x/week. Teachers utilize their weekly professional development prep to work with struggling groups of students. District support is provided for reduced class size in Grade 4</p> <p>Grade K-2 Academic Intervention Services at PS 38 serve to provide further support in grades 1&2 via a 30 minute push in model during the 60 minutes of math by an AIS Math Teacher/Staff Developer who services level 1 and some low level 2 students. Tutoring Volunteers are also utilized to provide students with extra support 2x/week. Teachers utilize their weekly professional development prep to work with struggling small groups of readers. District support is provided for reduced class size in Grade K-2</p>
<p>Science:</p>	<p>Academic Intervention Services at PS 38 serve to provide further support for students in grades 5 Science via a 45 minute pull out model during the early morning and/or afternoons by an AIS Reading Teacher/Staff Developer who services level 1 and some low level 2 students in comprehension skills and concept development utilizing science content resources. In addition, level 2 students and some level 1 are provided with extra support via our extended day program in Reading 3x/ week utilizing science content materials.</p>

Social Studies:	Academic Intervention Services at PS 38 serve to provide further support for students in grades 4 Social Studies via a 45 minute pull out model during the early morning and/or afternoons by an AIS Reading Teacher/Staff Developer who services level 1 and some low level 2 students in comprehension skills and concept development utilizing science content resources. In addition, level 2 students and some level 1 are provided with extra support via our extended day program in Reading 3x/ week utilizing Social Studies content materials.
At-risk Services Provided by the Guidance Counselor:	No Guidance Counselor
At-risk Services Provided by the School Psychologist:	Chairs the school intervention team to identify students that are academically at risk as well as those in emotional crisis. Chairs the Committee on Special Education to assess students and determine the least restrictive environment and appropriate setting for learning.
At-risk Services Provided by the Social Worker:	Individual and Group Therapy for student mandated for counseling services as per IEP. At Risk Counseling Services for students without mandated services., Bereavement Group counseling for students who have lost a loved one via a tragic death or illness, liaison services with students in Temporary housing, poor attendance prevention. CSE Social Worker services students at risk as well as does intake on social histories for the CSE evaluation process, takes part in initial evaluation review meetings with parent.
At-risk Health-related Services:	Dental Clinic, Mt Sinai Social Worker on staff, Mt Sinai Health Clinic that services students enrolled at PS 38 and community at large.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

Part B: CR Part 154 (A-4) Bilingual/ESL Program Description

Type of Program: ___ Bilingual X_ ESL ___ Both Number of LEP (ELL) Students Served in 2007-08: _____
(No more than 2 pages)

- I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:
 - A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).
 - B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.
- II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.
- III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.
- IV. Staff Development (2008-2009 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.
- V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.
- VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

Public School 38 Language Acquisition Policy 2009-2010

P.S. 38 is a school community passionately dedicated to the educational development of all of its children. We commit ourselves to creating a peaceful atmosphere of cooperation, respect, and academic excellence. Through rigorous standards in Literacy, Arts, Science, Math, and Technology, our students will master the skills to compete in a global society. The students will be challenged to evolve into citizens who bring forth intelligence, creativity, and hope as life-long learners.

Part II Identification Process

According to the P.S. 38 2008-2009 Statistics School Report the ethnic data indicates, 3.8 % of the students are White; 26.9 % are Black; 65.6% are Hispanic, .6 % are Asian or Pacific Islander. 49.1 % of our population is male and 50.9 % are female. Approximately 91 students receive special education services, 24 of the students receive special education services in a self contained setting, and 67 of our students receive special education services in a general education or CTT setting. Public School 38 offers CTT classes in Grades K-5. Students at PS 38 which have been identified as candidates for an initial referral to the Committee on Special Education (CSE), based on “at risk” criteria/data for academic and/or emotional disability. Recommendations for placement included inclusion classes, self-contained classes, related services such speech and language, counseling, and adaptive physical education. Additionally, during 2008-09 school year 43 students were identified as English Language Learners (ELLs), with Spanish as the dominant language among the vast majority, although we have a growing population of student of an Arab ethnicity and related native languages. 40% of the ELLs that took the 2009 NYS ELA performed at Levels 3 & 4. 80 % of ELLs that took the 2009 NYS Math assessments scored at levels 3 & 4. Spring 2009 NYS English As A Second Language Achievement Test (NYSELAT.) indicates that 87% of ELLs score at Advanced/Proficient in Listening and Speaking Test. 9% score proficient, 34% score advanced, 32 % score intermediate and 16% score beginner on the Reading & Writing Test, Only 2 of the students scoring at beginner on the aforementioned are in testing grades and received special education services. The majority of students enrolled at PS 38 are from low-income families, 77.8 % are eligible for free lunch.

Public School 38 follows NYCDOE standard operating procedures for the identification of students eligible for ELL services. Upon the onset of the school year, a NYSELAT report is generated via NYCDOE’s automated systems in order to secure rosters of students, who are enrolled at the school and are eligible for either bilingual education or free standing ESL services. In addition, the report provides information for the school administrator, teachers and support teaching staff regarding students’ level of proficiency in speaking, listening, reading and writing. Similarly, any student, who is a ‘New Admit’ is screened on the ATS biographical information, which provides information as to the students services in his/her previous NYC Public School. This allows the school to provide information to the parent as to the programs available at the school and their design in an effort to support their child academically. A student, who arrives as a ‘First Time New Admit,’ is provided with a Home Language Information Survey (HLIS), which the parent completes in order to determine the best/available classroom setting for the student. Whenever a language other than English is identified by the parent and indicated on the survey, the ESL teacher is alerted and the student is administered the Language Assessment Battery Revised in order to determine the language of dominance as well as the best academic setting for the child as well as provide the parent with the English Language Learner programs available at PS

38 in an effort to support the parent(s) and student. Whenever necessary, and the targeted language other than English is identified, the parent coordinator, ESL teacher and principal are on hand to conduct an interview with the parent to facilitate all of the afore-mentioned.

Public School 38 provides parents with information regarding their academic performance on language acquisition. A flyer is sent home to all parents of English Language Learners (ELL's) in an effort to invite them to a general meeting where the purpose is to inform them of the following:

- Identification and assessment process
- Three Instructional Models available in CSD4 schools and schools located within Region Nine.
- Explanation of the three models
- Model(s) available at PS 38 (Freestanding ESL)
- Video
- Letter indicating their child's performance on language acquisition as measured by the NYSESLAT assessment
- Letter where the parent selects their program of preference at PS 38
- Referral to Office of Family and Youth Development (OFYD) for desired instructional bilingual setting options that are not available at PS 38

After reviewing the HLIS as well as the NYSESLAT, a parent conference for all eligible students is tabled during the onset of the school year. The parents are informed as to the program offered at PS 38/Roberto Clemente, which consists of a Free standing ESL Push In/Pull Out Model. In addition, parents are informed as to Bilingual Programs offered at the neighboring schools, should they desire a bilingual setting. Parents are referred to OFYD at the Manhattan Integrated Service Center (ISC) in an effort to learn information about available seating in bilingual programs in the school district. Parents are then provided with letters, where they indicate the program of choice for the ELL student; Free Standing ESL, Transitional Bilingual Setting and/or Dual Language Program. Both the parent coordinator and ESL teacher conduct outreach for all parents that fail to return the designated form(s). However the letter indicates that failure to return the letter will result in a default classroom setting that designates the Free Standing ESL Program offered at the school.

Roberto Clemente School has observed a decline in the number of ELL's requiring a bilingual classroom placement. As a result, there is no bilingual program at the school. All ELL's eligible and mandated for ELL services are serviced via a ESL Push In or Pull Out Model. Most ELL's at PS 38 have been enrolled in an English Learning School system less than six years. Four ELLs, who are eligible for Special education services are mandated to receive special education services in a Bilingual CTT classroom setting and are enrolled in school less than three years. An accommodation was initiated to place a bilingual para in the Mono-lingual English CTT setting. Only one ELL student with 4-6 years enroll at PS 38 receives mandated special education services.

Although both parents and school administrators would welcome a Dual Language Program, PS 38 does not have a large enough population of ELL students in a targeted language to implement such a program at the school. Most parents indicate that they desire the Free Standing ESL Program offered at PS 38. 39/43 parents requested the Free Standing ESL Program.

The following data patterns exist across proficiency levels and grades

Grade	Listening/ Speaking	Reading/ Writing	Number of Years In An English Learning School System (ELSS)
K	<ul style="list-style-type: none"> ■ Students scoring at/near Beginner Level 	<ul style="list-style-type: none"> ■ Students scoring at/near Beginner Level 	<ul style="list-style-type: none"> ■ Less than 1 year ■ New Arrivals ■ Spanish & Arab Population in ESL Pull Out
1	Students scoring at/near Beginner Level	Students scoring at/near Beginner Level	<ul style="list-style-type: none"> ■ Less than 1 year ■ New Arrival ■ Spanish Population in Bilingual Setting ■ Spanish & Arab Population in ESL Pull Out
2	Students scoring at/near Beginner –Intermediate Level	Students scoring at/near Beginner – Low Intermediate Level	<ul style="list-style-type: none"> ■ Majority of ELL Population = Less than 2 years ■ New Arrivals ■ Spanish & Arab Population in ESL Pull Out
3	Students scoring at/near low Intermediate Level	Students scoring at/near Low Intermediate Level	<ul style="list-style-type: none"> ■ Majority of ELL Population = Less than 3 years ■ New Arrivals ■ Spanish & Arab Population in ESL Pull Out
4	Students scoring at/near Intermediate Level	Students scoring at/near Intermediate Level	<ul style="list-style-type: none"> ■ Majority of Population = Less than 3 years ■ New Arrivals ■ Spanish & Arab Population in ESL Pull Out
5	Students scoring at/near Intermediate- Advanced Level	Students scoring at/near Intermediate Level	<ul style="list-style-type: none"> ■ Majority of ELL Population = Less than 6 years ■ New Arrivals ■ Spanish & Arab Population in ESL Pull Out

Data indicates that students in primary grades demonstrate that they have acquired Intermediate to Advanced skills on the Listening Test of the NYSESLAT evidence of Basic Interpersonal Communication Skills (BICS). However, 5 out of 17 students in Grades K-2 this year demonstrate that levels of Cognitive Academic Language Proficiency (CALP) is at Beginner level, which can be attributed to a further need to develop vocabulary and comprehension skills in English by the end of Grade 2. 13 out of 17 demonstrate intermediate to advanced scores.

Data indicates that all ELL's in upper elementary Grades 3-5 demonstrate that students have acquired Advanced to Proficient Basic Interpersonal Communication Skills (BICS) however, 11 students in upper grades perform at levels of Cognitive Academic Language Proficiency (CALP) that are at Intermediate levels, which can be attributed to a further need to develop vocabulary and comprehension skills in Reading and Writing in English. 15 students score Advanced to Proficient in upper grades for CALP.

Implications on Instructional Practices:

- Continued Professional Development for Teachers on how to support academic learning and second language acquisition and learning via TC Reading & Writers Workshop Models
- Participation in TC Calendar Days for ELL's
- Study Groups on Second Language Learner Topics
- Use of ELL Intervention Support which is part of the Reading First Program Response to Intervention for Grades K-2 and used for differentiated instruction during the Literacy Block as well as the 37.5 intervention block four days weekly.
- Use of ELL Interim and NYSESLAT Data to drive or set instructional agenda
- Provide ESL Push In all class setting as an academic intervention and or support
- Provide Enrichment Programs Afterschool that support academic learning and development of Reading and Writing skills for ELL's in Grades 3-5
- Create short, interim and long term goals as part of the monitoring of ELL academic achievement

After examining the results of NYS-ELA and NYS Math assessment data, the following is indicated:

- 40 % ELL's in Grades 3-5 are performing at Levels 3 & 4 on NYS ELA Assessment with 60 % scoring at levels 2; mostly in Grade 3 and receiving special education services.
- 80% of ELLs are scoring at levels 3 & 4 on the NYS Math with 20% scoring at levels 2. 20% are student receiving special education services.

Teachers at PS 38 in each grade are provided with 3-4 common planning preps per week. In addition, all teachers within a grade are strongly encouraged to meet regardless of language of instruction in an effort to promote collaborative planning of units of study as well as activities and strategies to use that support increased student achievement. PS 38 is a Tier II school participating in the TC Reading and Writing Project. Teachers participate in TC Calendar training utilizing the Workshop Model. Teachers also participate in Regional training sessions on Second Language teaching and learning approaches. Finally, ELL students in English only instructional settings are given ELA Interim Assessments as well as ELL Interim Assessments in an effort to use assessment data as a tool to drive curricula goals in a differentiated instructional setting.

LAP Implications:

- Rigorous instructional approaches focused on promoting the development of Reading and Writing skills in English for Grades K-2 are needed to support increased student achievement for ELL's.
- Rigorous instructional approaches in Spanish that promote development of Reading and Writing skills in the Native language and support transferring of skills to English in Grades K-2
- Academic intervention for ELL's by the ESL teacher via ESL 'push in' during ESL blocks in bilingual and English only classroom setting.
- Instructional materials in both English and Spanish that support cognitive academic language proficiency in content areas.

Part III Cont'd

Programming and Scheduling Information

The design of the SIFE/ Newcomers/ ELL's 3years or less/ ELL's six years or more etc instructional program is contingent on the level of language acquisition and level of performance on grade level curricula goals.

ELL Category	Native Language	Assessment Data Indicators	Support Program Design
Early Childhood SIFE	Spanish/Language Other Than English	<ul style="list-style-type: none"> • Never been to school • At/near grade level goals in Native Language • Below grade level expectations in the Native Language • Little to no English 	<ul style="list-style-type: none"> • Extra ESL Pull Out/ Push In during Literacy Block Instruction in Monolingual English Setting • As per CR Part 154 , appropriate instructional units of ESL contingent on language ability • ESL Enrichment After school Program • AIS in Reading/Math • 37 ½ Minutes AIS 4 times per week (Push In/Bright Star/Reading Recovery • AIS Tier II Intervention during the school day • Assign a '<i>Newcomer Buddy</i>' to help the child during the school day with academics as well as socialization • Testing Modifications
Upper Grades SIFE	Spanish/Language Other Than English	<ul style="list-style-type: none"> • Never been to school • At/near grade level goals in Native Language • Below grade level expectations in the Native Language • Little to no English 	<ul style="list-style-type: none"> • ESL Push In/Pull Out with a Newcomers Focus during ESL Block • As per CR Part 154 , appropriate instructional units of ESL contingent on language ability • ESL Enrichment After school Program • AIS in Reading/Math • 37 ½ Minutes AIS 4 times per week (Push In/Bright Star/Reading Recovery • AIS in Writing Science/Social Studies Content • Differentiated Instruction • AIS Tier II Intervention during the school day • Assign a '<i>Newcomer Buddy</i>' to help the child during the school day with academics as well as socialization • Parent Support Workshops • Testing Modifications
Early Childhood SIFE	Spanish/Language Other Than English	<ul style="list-style-type: none"> • Interrupted Schooling (English Learning School System) • At/near grade level goals in Native Language • Below grade level expectations in the Native Language • Little to no English 	<ul style="list-style-type: none"> • Extra ESL Pull Out/ Push In during Literacy Block Instruction in Monolingual English Setting • As per CR Part 154 , appropriate instructional units of ESL contingent on language ability • ESL Enrichment After school Program • AIS in Reading/Math • 37 ½ Minutes AIS 4 times per week (Push In/Bright Star/Reading Recovery • AIS Tier II Intervention during the school day • Assign a '<i>Buddy</i>' to help the child during the school day with

			<p>academics as well as socialization</p> <ul style="list-style-type: none"> • Recommendations to re-evaluate IEP if the child was provided with special education services before interrupted schooling • Parent Support Workshops • Testing Modifications
Upper Grades SIFE	Spanish/Language Other Than English	<ul style="list-style-type: none"> • Interrupted Schooling (English Learning School System) • At/near grade level goals in Native Language • Below grade level expectations in the Native Language • Little to no English 	<ul style="list-style-type: none"> • ESL Push In/Pull Out with a Newcomers Focus during ESL Block • As per CR Part 154 , appropriate instructional units of ESL contingent on language ability • ESL Enrichment After school Program • AIS in Reading/Math • 37 ½ Minutes AIS 4 times per week (Push In/Bright Star/Reading Recovery • AIS in Writing Science/Social Studies Content • Differentiated Instruction • AIS Tier II Intervention during the school day • Assign a 'Buddy' to help the child during the school day with academics as well as socialization • Recommendations to re-evaluate IEP if the child was provided with special education services before • Parent Support Workshops • Testing Modifications
ELL 3 Years of Less	Spanish/Language Other Than English	<ul style="list-style-type: none"> • At/near grade level goals in Native Language • Below grade level expectations in the Native Language 	<ul style="list-style-type: none"> • ESL Push In/Pull Out with a Newcomers Focus during ESL Block • As per CR Part 154 , appropriate instructional units of ESL contingent on language performance and ability • ESL Enrichment After school Program • AIS in Reading/Math • ELA/ NYS Math/ ELL Interim Assessment • 37 ½ Minutes AIS 4 times per week • AIS in Writing Science/Social Studies Content • Differentiated Instruction • AIS Tier I or II Intervention during the school day • Recommendations to re-evaluate IEP if the child was provided with special education services before • Support Instructional Intervention materials recommended by NYCDOE • Parent Support Workshops • Testing Modifications
ELL's Six Years Plus	Spanish/Language Other Than English	<ul style="list-style-type: none"> • Below grade level expectations in the Native and Second Language 	<ul style="list-style-type: none"> • Extension of Services • As per CR Part 154 , appropriate instructional units of ESL contingent on language performance and ability • AIS Teacher Push In Model in Reading/Math • ELA/ NYS Math/ ELL Interim Assessment • 37 ½ Minutes AIS 4 times per week • AIS in Writing Science/Social Studies Content • Differentiated Instructional Program

			<ul style="list-style-type: none"> • AIS Tier II Intervention (SETSS/Speech Services at risk) during the school day • Recommendations to CSE if the child doesn't demonstrate academic improvement after 6-8 week Tier II Intervention in the native language and/or second language. • Parent Support Workshops • Support Instructional Intervention materials recommended by NYCDOE • Testing Modifications
ELL's Special Needs	Spanish/Language Other Than English	<ul style="list-style-type: none"> • Below grade level expectations in the Native and Second Language 	<ul style="list-style-type: none"> • Special Education Setting • Extension of Services • As per CR Part 154 , appropriate instructional units of ESL contingent on language performance and ability • ELA/ NYS Math/ ELL Interim Assessment • 37 ½ Minutes AIS 4 times per week • AIS in Writing Science/Social Studies Content • Differentiated Instructional Program/IEP • AIS Tier II Intervention (Paraprofessional/ Push In and Pull out by AIS Reading/Math Support Staff 1:1 or 1:3 tutoring) during the school day • Tier II Intervention in the native language and/or second language (Extra ESL). • Testing Modifications • Parent Support Workshops • Support Instructional Intervention materials recommended by NYCDOE
Supporting ELL's achieving language proficiency in English		<ul style="list-style-type: none"> • At grade level goals in Native Language • At/Exceeds grade level goals in Second Language 	<ul style="list-style-type: none"> • One more year of support ESL Services • Mainstreaming for Literacy and/ or Math Instruction if applicable • 90 Minute Literacy block Instruction in English • 60- 75 Minutes of Math Instruction in English • 37 ½ Minutes AIS 4 times per week • Tier I AIS in Writing Science/Social Studies Content • Support Instructional Intervention materials recommended by NYCDOE • Participation in After-school Program Support

Explicit Instruction: ESL/ ELA

All Teachers are required to follow the Workshop Model Approach to Reading and Writing during ELA instruction. Instructional Units have been provided for all teachers of each grade. The Literacy Coach provides Professional Development during monthly grade meetings and monthly staff meetings prior to the units in an effort to assist teachers with instructional planning. Please see below:

ESL

"The ESL program at P.S. 38 incorporates the essential element of explicit instruction for all lessons, especially when focused on reading proficiency. Explicit instruction is provided for each language modality through the use of research-based resources and instructional interventions that have carefully been selected by the ESL teacher in conjunction with the school administration. An example of the explicit instruction incorporated into daily ESL lessons is listed below for each modality:

1.) **Listening:** The students engage in authentic oral interactions through the use of audio media. The teacher uses such media to provide instruction in the area of oral comprehension through the modeling of altered voice velocities, accents, vocal timbres, and speaker genders. The students are also instructed in listening for important details.

2.) **Speaking:** The students are presented with key points related to oral communication in a variety of situations. The students are exposed to the key tenets of oral discourse theory as pertaining to multi-circumstantial situations.

3.) **Reading:** The students are provided with explicit reading instruction that parallels that of the ELA instruction administered to students in the monolingual program. The students are offered a teacher read-aloud at the start of the reading lesson. Reading comprehension strategies are reinforced in mini-lessons prior to the guided reading component of the lesson. Explicit instruction in phonemic awareness is a concentration of the primary grades, while a focus in more explicit comprehension instruction presides over the upper grade lessons. Routine assessment offers a bearing to the progress and achievement made by students in the area of explicit phonemic/comprehension skills.

4.) **Writing:** While engaging in the writing process, ELLs are provided with an explicit awareness of the writing process. Mini lessons include explicit instruction in the way of English language structures through explicit grammar awareness. Selected elements of an English grammar/writing program were purchased to reinforce these skills during writing mini-lessons. Routine assessment in the area of explicit grammar and writing skills accompanies this program resource for the tracking of student achievement solely in the area of writing.

Through a careful balance of explicit instruction throughout the language modalities, the students are guided to higher English proficiency. Progress is documented through careful observation of ELL students and the data that generates from the skills instruction assessments. "

Workshop Model Approach for ELA

Literacy Block

Read Aloud Activity (Motivation and Accountable Talk) , Mini Lesson
(Explicit and Clear Instructional Expectation and students' active engagement to ensure understanding),
Guided Reading/ Independent Reading in targeted language 3-4 times /week or Shared Reading/Writing
Activities

Writing Block

Read Aloud Activity, Mini Lesson (Teacher Explains, Demonstrates, Models) Writing Activity on Monthly
Writing Genre

Setting	Grade	NLA	ELA/ESL	Language Proficiency
Monolingual	K-5		360 Minutes <i>Reading</i> <i>Writing/ESL</i> <i>Math</i> <i>Social Studies/ESL</i> <i>Science/ESL</i>	Beginner
			360 Minutes <i>Reading</i> <i>Writing/ESL</i> <i>Math</i> <i>Social Studies/ESL</i> <i>Science/ESL</i>	Intermediate
			180 Minutes <i>Reading</i> <i>Writing/ESL</i> <i>Math</i> <i>Social Studies/ESL</i> <i>Science/ESL</i>	Advanced

ESL Push In and Pull Out Program

PS 38 ELL population is small and allows for Push In and Pull Out services for those students who have demonstrated at grade level proficiency in English and are provided with one more year of services as a means of support and intervention. In addition, Push In and Pull Out services by the ESL teacher are accommodated within the Literacy block.

Resources and Support Materials

PS 38 uses various instructional materials. Below are some used and not limited to these materials only.

- **TC Readers and Writers Monthly Instructional Units Everyday Learning Math**
- **Trade Books**
- **Text Talk**
- **Focus on Learning**
- **Voyager**
- **Wilson**
- **Foundations (Wilson for Early Childhood)**
- **Open Court/Month by Month Phonics**
- **Great Source Writing Pgm.**
- **Various Options Test Prep Materials**
- **NYCDOE Social Studies and Science Pacing Charts (recommended curricula topics)**
- **Various Student Magazines (Time for Kids etc)**
- **Harcourt Brace Social Studies/ Science Textbooks**
- **Internet Access for Research Projects**
- **Reading First**

Public School 38 has observed a decline in register for those students eligible for enrollment in a Spanish Bilingual setting. Following is an overview of proposed instructional program for the 2009-2010 school year. As a result, PS 38 offers an ESL Push In/Pull Out Model of instruction for all ESL eligible students

Students will be identified via the Home Language Survey upon registration. Students transferring to PS 38 from another NYC Public School will be identified by the Home Language Survey taken at registration at the previous school in addition to NYCDOE assessment data indicating eligibility for a bilingual instructional setting.

Due to very low registers of identified ELLs in Grades K-5, for the 2009-2010 school year, ELLs will be placed in an English class setting and will receive mandated ESL via Push In and Pull Out Models during the school day. Parents of those students eligible for an instructional Spanish Bilingual setting will be notified regarding the instructional programs offered at PS 38 and instructional class changes if necessary. Parents will be offered an opportunity to register their children in Bilingual programs within the CSD#4 schools should they desire a Spanish bilingual setting and not an ESL Push In/Pull Out Model. All parents of students eligible for a Spanish bilingual setting will be offered an opportunity to attend a meeting at the school where the various options for either a Spanish Bilingual or a Monolingual English Program is explained. Those families wishing to enroll in a Monolingual setting with mandated ESL services will be accommodated within the school. Those wishing a bilingual setting will be referred to OFYD at the Manhattan ISC with an effort of seeking placement in nearby schools offering a bilingual education.

English Language Learners at a Beginner, Intermediate and Advanced Level

90 minute Reading and Writing block in English. The components of the literacy block in Grades K-5 are designed to develop Phonics, Phonemic Awareness, Vocabulary, Fluency and Comprehension. The school offers a Workshop Model approach towards a balanced literacy program that is delivered via a Read Aloud, Modeling and Mini Lesson, Shared Reading and Writing, Guided Practice, Guided and Independent Reading activities.

- During the onset of the Reading Lesson the teacher will begin the lesson with the development of **oral language** utilizing poems, short stories, chants and rhymes to teach phonics, develop phonemic awareness and fluency during reading. Listening skills are also developed. The students participate in center activities where they practice and review skills furthering cognitive language. Teachers will use various ESL strategies and best practices that will support second language learners. A strong emphasis is placed on language instruction via the Phonics, Phonemic Awareness and Vocabulary components of the literacy block, where at least 45 minutes of instruction takes place in English with a focus of developing cognitive academic language proficiency for ELLs with the classroom teacher. The ESL teacher further supports the development of the second language by providing 360 minutes of instruction of the English language weekly.
- During the Read Aloud teachers will engage the students in various activities that help to support or model the English language for ELLs. Teacher can actually read aloud a story stopping intermittently to check for understanding and further develop oral language by supporting ‘accountable talk’ session with students.
- During the **mini lesson**, the teacher provides explicit instruction in developing those concepts and skills for second language learners and other students. The teacher provides an opportunity where he/she models what he/she want the students to be able to do. The teacher conducts a shared reading/listening activity, where he/she checks for understanding of what he/she has modeled.
- During the **Guided Practice or the Guided Reading block**, the teacher utilizes reading materials at the children’s instructional level to provide support of those skills necessary for good readers in the second language utilizing those ESL strategies proved to be supportive for second language learners. A strong emphasis is placed on language instruction via the Phonics, Phonemic Awareness and Vocabulary components during guided practice, where at least 30 minutes of instruction takes place in English with a focus of developing cognitive academic language proficiency for ELLs with the classroom teacher. A second teacher, Reading Specialist, pushes into the regular literacy block to provide further support for those students who are identified as second language learners or students below grade level expectations in Reading and Writing.

- **Independent Reading** is offered daily to develop stamina in reading in the second language at the students' independent reading level.

75-100 minutes of Mathematics

75 minutes of Mathematics is taught in English as well utilizing a workshop model approach to teaching Mathematics. The students engage in a Read aloud activity where the teacher can discuss solving of the 'Problem of the Day, Homework Review, actually reading aloud a story that will motivate the students' interest in the proposed lesson for the day. The teacher quickly transitions to a Mini lesson, where the math vocabulary, skill or concept is developed. The teacher engages the students in a shared activity where he/she checks for understanding. The students are then engaged in guided math groups for activities that support practice, review and enrichment during the lesson. A second teacher pushes into the Math lesson to further support ELLs as well as those students identified as academically at risk. The teachers engage the students in a Game component where skills are further enhanced via the Chicago Math Games.

50 minutes each of Social Studies, Science, Art, Music, Computer Technology and Writing is also offered as part of the instructional day. All content areas are taught utilizing a workshop model approach.

ESL Mandated Services

- *360 Minutes of Regulation and Mandated instructional units weekly in English As A Second Language (Beginner Level)*
- *180 Minutes of Regulation and Mandated instructional units weekly in English As A Second Language (Intermediate Level)*
- *90 Minutes of Regulation and Mandated instructional units weekly in English As A Second Language (Advanced Level)*

Interventions Offered

- **Academic Intervention for Reading and Math After-school Program as well as enrichment via Sports and Arts Program**
- **37 ½ Minutes of instructional support 4 days per week in small groups for Reading /Math**
- **Academic Intervention during the 90 minute literacy block by a Reading specialist,, Special Education Teacher Support Services (SETSS) and/or ESL.**

Enrichment

Those students who are scoring at or above grade level expectations are offered enrichment in Reading and Math via an afternoon pull out to further support academic progress.

ESL Push In/ Pull Out Model

- ESL teacher will utilize a push in and pull out model to service those students who have been identified as ELL's and placed in an English only instructional setting as per parental opt out of a bilingual setting. In addition, the ESL teacher will continue to provide instructional support for those students identified as long term ELL's. Finally the ESL teacher will push into bilingual

classrooms as a support for those students newly arrived to the US from a Spanish speaking country in order to differentiate and support those students.

a) Parent/community involvement including samples of correspondence to parents in the top five languages served in the district. Also describe the orientation for parents of newly enrolled LEP students.

Parents of students enrolled at PS 38 are encouraged to participate in the following general informative activities throughout the year to encourage and support academic success and increased parental involvement.

- Parent Orientation to inform parents regarding Bilingual and ESL Programs, Assessment and Choices of Bilingual Program Models.
- Weekly and Monthly workshops on strategies to help their children achieve academic success, Health, Financial Matters, Behavioral and Emotional Issue, Special Education, Volunteer Program, Learning Leaders etc.
- Monthly calendar in Spanish and English, Informative school letters in Spanish and English
- Academic Progress Reports every 6-8 weeks, Parent Conferences for Report Cards
- Parent ESL and GED Institutes in collaboration

Parents participating in the Title III after-school program.

- 1 ½ hour session to provide them with information on the goals and expectations of the program.
- Informational materials will be provided in parents' home language.
- Presentation on strategies that can be conducted at home to support ESL instruction.
- General supplies will be purchased to support this activity.

b) Programs and activities to assist newly enrolled LEP students.

Newly enrolled ELL students will be placed in bilingual programs provided that a bilingual program is available for the particular grade level. Parents requesting a bilingual setting in grades where such a setting is not available at PS 38 will be referred to neighboring schools and the pupil accounting secretary will assist with placement. Parents who decide to keep their child enrolled at PS 38 regardless of instructional setting will be provided with a video of instructional setting and strategies used to help the child learn English as well as validating native language(s). The school will provide

- AIS ESL
- After-school Programs using art and Drama as a vehicle for learning English

c) Staff development activities including topics, presenters and participants.

The following professional development opportunities will be provided for ALL teachers in an effort to provide a supportive learning environment for ELL's:

Topics	Presenter	Participant
Identification Process and Eligibility for Spanish Bilingual Classes	N. Caraballo	ALL Teachers/Staff
Mandated ESL Instructional Program for ELL's at Beginner, Intermediate and Advanced levels of Language Acquisition and Learning.	A. Long	Classroom Teachers
Alignment of NYS ELA and ESL Standards	P Queen	Grades 2-5
LAP for Free Standing ESL Program.	N. Caraballo	All Teachers
Academic Rigor and Explicit Instruction for ELL's	P Queen	All Teachers
Instruction in the Content Areas	A. Long	All Teachers
ESL Instructional Strategies	A. Long	All Teachers

Assessment and Accountability	A. Long	All Teachers
Parental Involvement	N. Caraballo	All Staff

d) **Number and title of staff providing support services to LEP students (i.e., counselors, psychologists, social workers, etc.) and languages in which such services are offered.**

Number	Title	Language of Service
1	IEP/ SETSS Teacher	English
1	Mandated Counselor	English/Spanish
1	Speech	English
1	Occupational Therapy	English
1	Physical Therapy	English
1	Psychologist	English
1	Mt. Sinai Soc Wkr	English/Spanish

e) Name/type of native language assessments administered (bilingual programs only)

- Not Applicable

A- 7 SAMPLE STUDENT SCHEDULE 2009-10

Student Proficiency Level: Mono English Beginning

Grade Level: First

School District: CSD#4

School Building: Roberto Clemente PS 38

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
0	From: 8:00 AM To: 8:37 AM	Subject (Specify) Reading	Subject (Specify) Reading	Subject (Specify) Math/ESL	Subject (Specify) Math/	Subject (Specify)
1	From: 8:40 AM To: 9:25 AM	Subject (Specify) Word Study Readers' Workshop L	Subject (Specify) Word Study/ Readers' Workshop	Subject (Specify) Word Study/ Readers' Workshop/	Subject (Specify) Word Study Readers' Workshop	Subject (Specify) Word Study/ Readers' Workshop
2	From: 9:25 AM To: 10:10 AM	Subject (Specify) Centers of Literacy/ESL	Subject (Specify) Centers of Literacy/ESL	Subject (Specify) Centers of Literacy/ESL	Subject (Specify) Centers of Literacy/ESL	Subject (Specify) Centers of Literacy/ESL
3	From: 10:10 AM To: 10:55 AM	Subject (Specify) Prep	Subject (Specify) Prep	Subject (Specify) Prep	Subject (Specify) Prep	Subject (Specify) Prep
4	From: 10:55 AM To: 11:45 PM	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH
5	From: 11:45 AM To: 12:35 PM	Subject (Specify) Readers'Writers' Workshop/ESL	Subject (Specify) Readers Writers' Workshop/ESL	Subject (Specify) ESL/ Writers' Workshop	Subject (Specify) ESL/ Writers' Workshop	Subject (Specify) ESL/ Readers' Workshop
6	From: 12:35 PM To: 1:25 PM	Subject (Specify) Math	Subject (Specify) Math/	Subject (Specify) Math/ESL	Subject (Specify) Math/	Subject (Specify) Math
7	From: 1:25 PM To: 2:10 PM	Subject (Specify) Math	Subject (Specify) Math/	Subject (Specify) Math	Subject (Specify) Music	Subject (Specify) Math/
8	From: 2:10PM To: 2:55 PM	Subject (Specify) Soc/Sci ESL	Subject (Specify) Science	Subject (Specify) Soc Studies/Science	Subject (Specify) Music	Subject (Specify) Soc Studies/Science

A- 7 SAMPLE STUDENT SCHEDULE 2009-10

Student Proficiency Level: Mono-English Intermediate Grade Level: First

School District: CDS# 4 School Building: Roberto Clemente PS 38

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
0	From: 8:00 AM To: 8:37 AM	Subject (Specify) Reading	Subject (Specify) Reading	Subject (Specify) Math/	Subject (Specify) Math/	Subject (Specify)
1	From: 8:40 AM To: 9:25 AM	Subject (Specify) Word Study Readers' Workshop /ESL	Subject (Specify) Word Study/ Readers' Workshop/ESL	Subject (Specify) Word Study/ Readers' Workshop/ESL	Subject (Specify) Word Study Readers' Workshop/ESL	Subject (Specify) Prep
2	From: 9:25 AM To: 10:10 AM	Subject (Specify) Centers of Literacy/ESL	Subject (Specify) Centers of Literacy/ESL	Subject (Specify) Centers of Literacy/ESL	Subject (Specify) Centers of Literacy/ESL	Subject (Specify) Word Study Readers' Workshop/ESL
3	From: 10:10 AM To: 10:55 AM	Subject (Specify) Prep	Subject (Specify) Prep	Subject (Specify) Writers' Workshop Eng	Subject (Specify) Writers' Workshop/Eng	Subject (Specify) Writers' Workshop/Eng
4	From: 10:55 AM To: 11:45 AM	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH
5	From: 11:45 AM To: 12:35 PM	Subject (Specify) Soc/Sci	Subject (Specify) / Soc/Sci ESL	Subject (Specify) / Soc/Sci	Subject (Specify) Soc/Sci ESL	Subject (Specify) Soc/Sci ESL
6	From: 12:35 PM To: 1:25 PM	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math/	Subject (Specify) Math/	Subject (Specify) Math
7	From: 1:25 PM To: 2:10 PM	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math/	Subject (Specify) Math/	Subject (Specify) Math
8	From: 2:10PM To: 2:55 PM	Subject (Specify) Soc/Sci ESL	Subject (Specify) Science	Subject (Specify) Soc Studies/Science	Subject (Specify) Music	Subject (Specify) Soc Studies/Science

A- 7 SAMPLE STUDENT SCHEDULE 2009-10

Student Proficiency Level: Mono English Advanced Grade Level: First

School District: CDS# 4 School Building: Roberto clemente PS 38

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
0	From: 8:00 AM To: 8:37 AM	Subject (Specify) AIS/Enrichment READING ESL	Subject (Specify) AIS/Enrichment READING ESL	Subject (Specify) AIS/Enrichment MATH/ ESL	Subject (Specify) AIS/Enrichment MATH/ ESL	Subject (Specify)
1	From: 8:40 AM To: 9:25 AM	Subject (Specify) Word Study Readers' Workshop /ESL	Subject (Specify) Word Study/ Readers' Workshop/ESL	Subject (Specify) Word Study/ Readers' Workshop/ESL	Subject (Specify) Word Study Readers' Workshop/ESL	Subject (Specify) Writers' Workshop/ESL
2	From: 9:25 AM To: 10:10 AM	Subject (Specify) Readers 'Workshop	Subject (Specify) Readers' Workshop n	Subject (Specify) Readers' Workshop	Subject (Specify) Readers' Workshop	Subject (Specify) Readers' Workshop
3	From: 10:10 AM To: 10:55 AM	Subject (Specify) Writers' Workshop/ Eng	Subject (Specify) Writers' Workshop/ Eng	Subject (Specify) Writers' Workshop/ Eng	Subject (Specify) Writers' Workshop/ Eng	Subject (Specify) Writers' Workshop/ Eng
4	From: 10:55 AM To: 11:45 PM	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH
5	From: 11:45 AM To: 12:35 PM	Subject (Specify) PREP	PREP	PREP	PREP	PREP
6	From: 12:35 PM To: 1:25 PM	Subject (Specify) Math/Eng	Subject (Specify) Math/ESL	Subject (Specify) Math/Eng	Subject (Specify) Math/Eng	Subject (Specify) Math/ESL
7	From: 1:25 PM To: 2:10 PM	Subject (Specify) Soc/Sci Eng	Subject (Specify) Soc/Sci Eng	Subject (Specify) Soc/Sci Eng	Subject (Specify) Soc/Sci ESL	Subject (Specify) Soc/Sci Eng
8	From: 2:10PM To: 2:55 PM	Subject (Specify) Math	Subject (Specify) Math/	Subject (Specify) Math	Subject (Specify) Music	Subject (Specify) Math/

A- 7 SAMPLE STUDENT SCHEDULE 2009-10

Student Proficiency Level: Beginning/ Mono- English Setting
Grade Level: Fourth

School District: CSD#4

School Building: Roberto Clemente PS 38

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
0	From: 8:00 AM To: 8:37 AM	Subject (Specify) AIS literacy	Subject (Specify) AIS Literacy	Subject (Specify) AIS Math	Subject (Specify) AIS MATH/	Subject (Specify)
1	From: 8:40 AM To: 9:25 AM	Subject (Specify) Library PREP	Subject (Specify) Science PREP	Subject (Specify) Gym PREP	Subject (Specify) Math	Subject (Specify) Science PREP
2	From: 9:25 AM To: 10:10 AM	Subject (Specify) Writers' Workshop	Subject (Specify) Writers' Workshop	Subject (Specify) Math	Subject (Specify) Math/ Science	Subject (Specify) Writers' Workshop
3	From: 10:10 AM To: 10:55 AM	Subject (Specify) Word Study Readers' Workshop				
4	From: 10:55 AM To: 11:45 AM	Subject (Specify) Readers' Workshop Cont'd				
5	From: 11:45 AM To: 12:35 PM	Subject (Specify) LUNCH				
6	From: 12:35 PM To: 1:25 PM	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Music	Subject (Specify) Art PREP	Subject (Specify) Math
7	From: 1:25 PM To: 2:10 PM	Subject (Specify) Social Studies	Subject (Specify) Science	Subject (Specify) Social Studies	Subject (Specify) Writers' Workshop	Subject (Specify) Math/ Social Studies
8	From: 2:10 PM To: 2:55 PM	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Music	Subject (Specify) Science

A- 7 SAMPLE STUDENT SCHEDULE 2009-10

Student Proficiency Level: Intermediate/ Mono- English Setting

Grade Level: Fourth

School District: CSD#4

School Building: Roberto Clemente PS 38

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
0	From: 8:00 AM To: 8:37 AM	Subject (Specify) AIS literacy	Subject (Specify) AIS Literacy	Subject (Specify) AIS Math	Subject (Specify) AIS MATH/	
1	From: 8:40 AM To: 9:25 AM	Subject (Specify) Math/ Social Studies/Sci/ESL	Subject (Specify) Math/ Social Studies/ESL	Subject (Specify) Math/ Social Studies/ESL	Subject (Specify) Writers' Workshop/ESL	Subject (Specify)
2	From: 9:25 AM To: 10:10 AM	Subject (Specify) Library PREP	Subject (Specify) Science PREP	Subject (Specify) Gym PREP	Subject (Specify) Math	Subject (Specify) Science PREP
3	From: 10:10 AM To: 10:55 AM	Subject (Specify) Writers' Workshop/ESL	Subject (Specify) Writers' Workshop/ESL	Subject (Specify) Math	Subject (Specify) Math/ Science/ESL	Subject (Specify) Writers' Workshop/ESL
4	From: 10:55 AM To: 11:45 PM	Subject (Specify) Word Study Readers' Workshop				
5	From: 11:45 AM To: 12:35 PM	Subject (Specify) Readers' Workshop Cont'd				
6	From: 12:35 PM To: 1:25 PM	Subject (Specify) LUNCH				
7	From: 1:25 PM To: 2:10 PM	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Music	Subject (Specify) Art PREP	Subject (Specify) Math
	From: 2:10PM	Subject (Specify) Math				

8	To: 2:55 PM					
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* ESL Pull Out Program

A- 7 SAMPLE STUDENT SCHEDULE 2009-10

Student Proficiency Level: Advanced/ Mono- English Setting

Grade Level: Fourth

School District: CSD#4

School Building: Roberto Clemente PS 38

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
0	From: 8:00 AM To: 8:37 AM	Subject (Specify) AIS literacy	Subject (Specify) AIS Literacy	Subject (Specify) AIS Math	Subject (Specify) AIS MATH/	
1	From: 8:40 AM To: 9:25 AM	Subject (Specify) Math/ /ESL	Subject (Specify) Math/ /ESL	Subject (Specify) Math/	Subject (Specify) Writers' Workshop/ESL	Subject (Specify)
2	From: 9:25 AM To: 10:10 AM	Subject (Specify) Library PREP	Subject (Specify) Science PREP	Subject (Specify) Gym PREP	Subject (Specify) Math	Subject (Specify) Science PREP
3	From: 10:10 AM To: 10:55 AM	Subject (Specify) Writers' Workshop	Subject (Specify) Writers' Workshop	Subject (Specify) Math	Subject (Specify) Math/ Science	Subject (Specify) Writers' Workshop
4	From: 10:55 AM To: 11:45 AM	Subject (Specify) Word Study Readers' Workshop				
5	From: 11:45 AM To: 12:35 PM	Subject (Specify) Readers' Workshop Cont'd				
6	From: 12:35 PM To: 1:25 PM	Subject (Specify) LUNCH				
7	From: 1:25 PM To: 2:10 PM	Subject (Specify) Math	Subject (Specify) Math/	Subject (Specify) Music	Subject (Specify) Art PREP	Subject (Specify) Math
	From: 2:10PM	Subject (Specify) Sci Social Studies	Subject (Specify) Sci/ Social Studies	Subject (Specify) Sci Social Studies	Subject (Specify) Writers' Workshop	Subject (Specify) Sci Social Studies

8	To: 2:55 PM					
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Language Instruction Program

Form TIII - A (1)

Public School 38 proposes to utilize Title III grant funds to create a supplemental program for ELL's/LEP's in order to value their cultural ethnicity and increase academic performance in reading and writing comprehension.. Towards this end, we propose an after-school instructional program that will focus on enhancing the school's regular ESL program in order to encourage and motivate acquisition and learning of Basic communication skills and develop Cognitive Academic Language Proficiency indicated on the 2009 NYSESLAT. The program will service ELL and at risk EP students of Grades 1-5. The afterschool program will use ESL instructional materials that encourage social interaction while developing concepts that correlate with the classroom environment in a natural approach.

PS 38 proposes a collaboration with a Community Based Organization, Learning Through The Expanded Arts Program (LEAP). Students will engage in a focus on Sea Creatures in Ocean Environments in an effort to enhance their knowledge and understanding of animal habitats, animal species and communities in the Atlantic, Pacific, Indian and Artic Oceans. The study will enhance greater understanding in Scientific Concepts, which will be conveyed via Reading and Writing skills in English through a mini project. The school will purchase trade books on sea creatures around the ocean world to be used during a read aloud and independent reading. Finally the students will utilize the school corridors to display three dimensional art projects created by the students to go along with their written mini assignments to display in the school corridors. The school will purchase ancillary materials such as supplies that will support the planned classroom activities. The proposed after-school program will run for a period of 20 weeks. Students will take part in the enrichment program one and a half hours two days per week from 3:15-4:45 PM for a duration of twenty weeks. The program will begin in January 2010 and will conclude May 2010.

'The LEAP consultant will work with a certified teacher in a co-teaching classroom model once every other week during the program to develop oral and written language, presentation skills via the project . The teacher will utilize strategies modeled during the co-teaching on the othe day of the program. Parents of students participating in the program will be invited to participate. The teacher will provide the students with enrichment activities on one day of the two scheduled days for the program focusing on characteristics of various sea creatures in particular watery environments, description of watery habitats, feeding and ecosystem connections in an effort to enhance reading comprehension and writing skills that support language learning and academic performance as measured by NYS assessments. Students will host a "Project Showing" to the school and community at large depicting their talents as well as presentation skills to visitors.

Teachers of students in Grades 2 and 3 will be invited to participate in these activities at a cost supplied from another fund source. In addition to the co-teaching model of professional development, the teachers will meet with the LEAP consultant on a scheduled day during the week for a period of 1 hour in order to plan and collaborate effectively as another form of professional development for the classroom teacher. The classroom teachers participating in the program will be trained as a coach for the remaining teachers on staff at PS 38 in order to provide sustained professional development and support in integrating the arts into the school's regular day program.

Professional Development Program

- LEAP consultant will provide support for teacher planning

- The LEAP consultant will provide in class coaching and modeling of how to infuse the arts to scaffold and enrich language learning.
- Since this is a long term sustained PD we are providing an open door policy of best practices encouraging the 14 classroom teachers to view strategies used.
- The LEAP consultant will meet with the teachers to plan and support the integration of the arts in order to support both teachers and students.
- Extended Day Teacher is identified as a bilingual teacher
- The Extended Day classroom teacher will provide professional development for the school staff on the integration of dramatic and visual arts into a literacy program.

Parental Involvement

Public School 38 will encourage parents to take part in the Title II Project Moreover, specific parent workshops targeting “Need to Know More About” will be available throughout the year upon completion and analysis of parent surveys that will be sent to parents at the onset of the school year. The school will also encourage parent participation in the school throughout the day via its Parent Volunteer Program.

Funds for parental involvement will be made available via other fund sources such as Title I Parent Involvement monies. Title III funds will be coupled with other school funds as well due to budget costs.

**Title III LEP Program
School Building Budget Summary**

Category	Proposed Expenditure
<i>Teacher Salaries</i>	<p><i>Teacher Salaries</i></p> <p>1 teacher x 3.0 hrs /week X \$ 49.70 X 20 weeks = \$8951.4.</p> <p style="text-align: right;">Title III Subtotal Expenditure \$2982.00</p>
Supplies & Materials	<p>Felt, construction paper, index cards, writing paper, paint, tissue paper, string, glue, pencils, markers, etc for student presentation and parent project, which will be coupled with Title I funds) (\$1000.00)</p> <p style="text-align: right;">Title III Subtotal Expenditure \$18 TL Funds \$982.00</p>
<i>Consultant Services</i>	<p>One ‘LEAP’ Art consultant @ \$240.00/session for 20 sessions for 1 class afterschool each including planning sessions, which will be provided via TL Funds</p> <p style="text-align: right;">Subtotal Expenditure \$ 4800</p> <p style="text-align: right;">Total Title III Expenditure \$ 3000.00</p>

BUDGET NARRATIVE

School District: **CSD# 4/ PS 38** For Title III - Instruction

MUST BE SUBMITTED WITH EACH BUDGET IN THE CONSOLIDATED APPLICATION

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
<p>Code 15 <i>Professional Salaries</i></p>	<p>Targeted Grades: Grades 2-3 Supplemental Pgm.</p> <ul style="list-style-type: none"> • Dramatic and Visual Arts Academy to be held two times per week/ January 2010 through May 2010 servicing ELL/ LEP and EP students Program to be held three times a week in an effort to scaffold language learning, reading comprehension and writing skills. (Beginner-Intermediate-Advanced) <p>Projected Cost = \$2982.00</p>
<p><i>Consultant Services</i></p>	<ul style="list-style-type: none"> ▪ The proposed program will provide a ‘LEAP’ consultant once a week for a period of 20 weeks for a duration of 1.5 hours each session in order to work with a certified teacher and students in order to use Visual Arts, Science and Writing to support and enrich language learning. ▪ The consultant will meet with the classroom teacher y in order to provide professional development and support in integrating the arts into the proposed after-school program. ▪ The consultant will demonstrate, co-teaching, modeling and collaborative planning techniques that provide professional development for the cooperating bilingual teacher and in turn will serve to coach the rest of the teachers at PS 38 in the same. Professional Development Services are built in to the cost factor. <p>Projected Cost = \$4800.0 (Cost is not billed to Title III)</p> <p><i>Parental Involvement Program will be funded via other fund sources</i> Public School 38 will provide parents of ELL students with an opportunity to learn English As A Second Language (ESL) via <i>a parent volunteer program as part of the project.</i> Furthermore the collaboration will also facilitate GED classes for interested parents. Moreover, specific parent workshops targeting “Need to Know More About” will be available throughout the year upon completion and analysis of parent surveys that will be sent to parents at the onset of the school year. The school will also encourage parent participation in the school throughout the day.</p> <p>In addition, the parents will also participate in a parent-student project where they will participate in creating targeted watery environments with the students, teacher and LEAP consultant. This activity although part of the program will be funded via other school funds.</p>

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY <i>(as it relates to the program narrative for this title)</i>
Code 40 Purchased Services	
Code 45 Supplies and Materials	<p><i>Instructional Materials to be used with Supplemental ELL Academy</i></p> <ul style="list-style-type: none"> • <i>Read Aloud Trade Books on sea creatures of various watery environments</i> • <i>Felt, construction paper, index cards, writing paper, paint, tissue paper, string, glue, pencils, markers, etc for student presentation and parent project, which will be coupled with Title I funds)</i> <p style="text-align: right;">(\$1000.00)</p> <p style="text-align: right;">Title III Subtotal Expenditure \$18</p> <p style="text-align: right;">Projected TL Cost= \$982.00</p>

Part IV Assessment Analysis

Assessment Tools

The following tools have been implemented to provide teachers and administrators with student data in order to make informed decisions on targeting skills and goals setting for these within instructional units. Thereafter, teachers can analyze students data to make informed decisions regarding students’ grouping, intervention, enrichment and monitoring and revising instructional goals in order to increase student achievement.

- ✓ Reading Running Records every 4-6 weeks for Grades K-5
- ✓ Monthly Reading Unit Assessments for Grades K-5
- ✓ NYCDOE Predictive and Instructionally Targeted assessments Grades 3-5 for Reading and Math
- ✓ Dibels Assessments on Oral Language, Word Segmentation, and Comprehensions skills for Grades K-3
- ✓ Math Unit Pre/Post Assessments Grades K-5
- ✓ Goals Setting in all subject areas with Grades K-5
- ✓ Note-taking conferencing templates tracking students’ progress within units weekly in all subject areas
- ✓ Monthly Unit Pre/Post Tests in Social Studies and Science

Data indicates that many students who have been identified and receiving ESL services appear to have difficulty with Reading Comprehension and Writing. They appear to perform better on Math Assessments.

The ESL teacher is specifically focusing on Writing especially with those students that are ‘Long term LEPs.’ The classroom teachers are focusing on developing a richer vocabulary with these students. One targeted focus is the use of idiomatic expression on books beyond a Level O that may interfere with comprehension as many ELLs can demonstrate to have a literal understanding of the text. In addition, via small group and individual conferencing teachers can work with small groups of ELLs or individual students on those strategies that help comprehension such as visualization while reading as one example.

Students at PS 38, who are identified as ELLs do not receive instruction in the native language. However trends show that ELLs demonstrate difficulty much more in Grade 3 and demonstrate improvement in Grade 4. This is primarily due to much more test sophistication embedded into the curriculum during the school year in Grades 3-5. ELL periodic assessments provide the school with data on those skills that are tested via ELL assessments that are used in all subject areas. Teachers when analyzing students test data use this information to plan individually for individual tutoring and/or conferencing to further develop them.

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
 - a. **Schools will determine within 30 (thirty) days of a student's enrollment (or, for students already enrolled, September 01 and procedure to be determined by the Office of Teaching and Learning) the primary language spoken by the parent of each student enrolled in the school, and if such language is not English, whether the parent requires language assistance in order to communicate effectively with the school.**
 - The school shall maintain an appropriate and current record of the primary language of each parent. Such information must be maintained in ATS and on the student emergency card.
 - Primary language is English with Spanish as the second language dominance. Parents at PS 38 also come from Yemen and Pakistan.
 - School will provide information sent home in English with a Spanish translation. Where necessary translation for Pakistan parents will be provided. Parents of Arab ethnicity speak and read English
 - The central offices shall identify documents which are distributed or electronically communicated to all or substantially all parents within the city containing critical information regarding their child's education, including, but not limited to:
 - a. registration, application and selection;
 - b. standards and performance (e.g. standard text on report cards);
 - c. conduct, safety and discipline;
 - d. special education and related services; and
 - e. transfers and discharges.
 - The Central Translation and Interpretation Unit shall (a) translate such critical communication in a timely manner, in each of the covered languages and (b) work with the office responsible for the critical communication to make such translations available to the schools.
 - Student Specific Critical Documents
 - Schools shall provide parents whose primary language is a covered language with a translation of any document that contains individual, student-specific information regarding, but not limited to, a student's:
 - a. health;
 - b. safety;
 - c. legal or disciplinary matters
 - Primary language is English with Spanish as the second language dominance. Parents at PS 38 also come from Yemen and Pakistan.
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.

Primary language is English with Spanish as the second language dominance. Parents at PS 38 also come from Yemen and Pakistan. School will provide information sent home in English with a Spanish translation. Where necessary translation for Pakistan parents will be provided. Parents of Arab ethnicity speak and read English. The central offices shall identify documents which are distributed or electronically communicated to all or substantially all parents within the city containing critical information regarding their child's education, including, but not limited to: registration, application and selection; standards and performance (e.g. standard text on report cards); conduct, safety and discipline; special education and related services; and transfers and discharges.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The school can provide translation services in Spanish via school staff personnel during registration, school meetings, parent teacher conferences, written notices etc. In addition, the school will provide written translation of all documents in the 8 major languages as well as others offered via NYCDOE links. When a language translation is not available then a contracted vendor services will be sought such as "Legal Interpreting Services."

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.

Bilingual Spanish/English School staff such as bilingual social worker, bilingual school secretaries, bilingual parent coordinator, bilingual administrators and bilingual out of classroom instructional staff will be utilized to serve as interpreters during school meetings and parent and teacher conferences. Documents will be downloaded in the 8 major languages as provided on the NYCDOE website links. Languages other than those available will require the school to utilize best practices such as TPR to immediately communicate with the parent and every effort will be made to contact the Office of Translation Services in order to seek assistance in communicating with the parent. When the Office of Translation Services does not offer anyone that can be of assistance the Office of Legal Interpretation will be contacted in order to seek services as a consultant.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The school will post in the school lobby in the 8 major languages that translation services are available to all parents.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$257,663.00	\$94,729	\$352,392
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2576		\$2576
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$1894	\$1894
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$12,883		\$12,883
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$4736	\$4736
6. Enter the anticipated 10% set-aside for Professional Development:	\$25766.30		\$25,766.30
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$40,740.5	\$40,740.5

1. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 97.3
% _____
2. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Teachers will be apprised of their licensing status as required. All teachers will be encouraged to enroll in graduate studies at nearby colleges and/or universities with a focus of completing licensing requirements. Whenever possible the school will encourage teachers to participate in UFT and LSO Professional Development opportunities that can be accepted as part of their licensing requirements. Schools will support teachers in a hardship circumstances with tuition reimbursement towards meeting

licensing requirements and 'Highly Qualified' teacher status. In addition, the school will support teacher best practices in the following areas via in class support, modeling, coaching, lunch and learns etc

Four of the 28 teachers on staff for the 2009-10 school year are Teaching Fellows who are still working on permanent certification but are provided with certification to teach assigned grades for this school year. These are supported with NYCDOE Mentors as well as mentors from Hunter College (CCNY). In addition, teachers are participating in professional development calendars offered by the School's Support Organization, School Coaches and NYCDOE & UFT Professional Development Opportunities. Moreover, each grade has an assigned Grade Leader, who serves as a support and mentor. Lastly, the school provides all teachers within a grade with a minimum of three common planning professional development periods, where they can meet with coaches and colleagues for lesson planning.

The following professional development topics embedded in the daily professional development offered via coaching are listed below:

Professional Development in Reading

- *Balanced Literacy Using the TC Readers' Workshop Approach in grades 4-5*
- Reading First Initiative in Grades K-3
- Writing Process Using TC Writers' Project
- Reading Skills development
- Vocabulary development
- Integration of Content Areas Using Non-Fiction
- Dibbles, ECLAS, E-PAL, PPVT using Wireless Palm Tool
- Informal Reading and Writing Assessments
- Cooperative Learning
- Developing Effective Questioning Using Higher Order Thinking Skills (HOTS)
- Developing Oral Language via Accountable Talk
- Tracking student Progress
- Analyzing Student Work
- Guided Reading, Guided Practice
- Leveling Libraries
- Read Aloud and Think Alouds
- Teaching Phonics
- Wilson , Foundations

Professional Development in Mathematics

- *Everyday Mathematics*
- Curriculum Mapping integrating the multiple intelligences
- Designing performance tasks
- Integrating math and literacy instruction
- Integrating math and technology instruction
- Inquiry based learning
- Application of problem solving method including the Problem Solving Blueprint
- Problem solving strategies
- Concrete and abstract math
- Integration of performance standards
- Integration of Cooperative Learning strategies to enhance math instruction
- Hands-on activities to conceptualize skills

Professional Development in Science

- Thematic units on various learning modalities
- Implementation of science standards
- Focus on skills of ESPET
- Inquiry based learning
- Use of Scientific Method
- Hands on application of science concepts and New York State and New York City Performance Standards
- Backward Design as a tool for planning
- Cookshop

Professional Development in Technology

- Expand use of technology to support instruction
- Assess teacher's technology skills
- Classroom use of technology standards
- Usage of software
- Integrating technology into all curriculum areas of instruction

Professional Development in Social Studies

- Develop use of primary sources in social studies
- Create interdisciplinary thematic units utilizing a Backward Design (UbD)
- Develop literacy connections to social studies using historical fiction

Integration and alignment of the Social Studies and the English Language

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

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Description of Proposed Parent Involvement Program:

The Parental Involvement committee will focus on strategies that would seek to increase parental involvement through ongoing development of the Parent Association and its Executive Board; as well as outreach to parents and “at risk” families.

Through ongoing development of the Parent Association, the focus would primarily encourage consistent and effective communication; and regularly scheduled meetings and activities. As part of this, the executive board seeks to generate enthusiasm and support by inviting members to participate in the formation and implementation of committees and activities, such as Flee Markets, Multicultural and Resource Fairs. This important body would actively lend its support to ongoing parent workshops and seminars, in hope to educate parents of their rights and available resources in the community. It was recommended that the school continue to use the monthly calendar to inform families of upcoming school events, as well as explore other options to increase communication between the school and the parent; i.e. additional parent/teacher conferences. The school will continue to offer Progress Reports every six – eight weeks in order to inform parents as to the academic progress of their children as well as the mandated Parent Teacher Conferences twice a year.

The school’s Pre-K Parental Involvement Component as well as the SAPIS Parental Programs is a huge success with parents. In addition to these two outreach programs, the committee endorses the creation of a Parent Institute, which will continue to address the social needs of Parents that hinder them from participating fully in their child’s educational success. Together, all will continue to offer parent workshops based on a need assessment for parents at the end of the 2005-2006 in preparation for the parent programs for the 2007-08 academic year:

The appropriate allocated funds from Title I monies will be utilized to launch the following:

- **An ESL/GED Parent Academy in collaboration with Hunter College/ Project Enterate**

- **Host 1 evening meeting/1 morning for the General Parent Association Monthly Meetings**
- Collaboration with CBO's as guest speakers at parent meetings
- Assemblies showcasing student work, & talents
- Increase opportunities for Parent / Teacher Meetings
- Disseminate monthly school activities calendar
- Disseminate PTA newsletter twice a year
- Ongoing development of Parent Executive Committee
- Establishment of Parent Institute to outreach to Parent Community
- Offer parents technology classes
- Family Night celebration in the Arts, Writing, Math
- Multicultural Fair
- Monthly Family Reads Day
- Monthly Family Math Day
- Support school community as needed

Professional Development:

Collaboration with CBO's

Participation in Learning Leaders Meetings

Participation in President's Council Meetings

Participation in LSO support for SLTs

Monthly Meetings between School Administrators at PS 38 and Executive Parent Teacher Association Committee

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

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

disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

**Roberto Clemente School - PARENT COMPACT
SCHOOL 04M038**

The school and parents working cooperatively to provide for the successful education of the children agree:

The School Agrees

To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.

To offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.

To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.

To provide parents with timely information about all programs.

To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.

To provide high quality curriculum and instruction.

To deal with communication issues between teachers and parents through:

- 1. Parent-teacher conferences at least annually***
- 2. Frequent reports to parents on their children's progress***
- 3. Reasonable access to staff***
- 4. Opportunities to volunteer and participate in their child's class***
- 5. Observation of classroom activities***

To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy classes, workshops on reading strategies.

The Parent/Guardian Agrees

To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.

To participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies.

To work with his/her child/children on school work; and read to them for 15 to 30 minutes per day.

To monitor his/her child's/children's:

- 1. Attendance at school**
- 2. Homework**
- 3. Television watching**

To share the responsibility for improved student achievement.

To communicate with his/her child's/children's teachers about their educational needs.

To as parents and parent groups to provide information to the school on the type of training for assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.

Roberto Clemente School

04M038

_____, Principal

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

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

All teachers employed at PS 38 will be certified teachers. All newly hired teachers will be invited for an initial interview with the principal. They will be required to perform a demo lesson in literacy. Teachers of that particular grade will watch as well as the principal, and staff developers in order to ascertain whether this new teacher demonstrates knowledge of class management and effective planning in literacy

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

Academic Intervention Teachers as well as Special Education Teachers of Support services students who are identified as not meeting grade expectations. Coaches, Reading Specialist volunteer tutors have all in some way or another adopted a child in an effort to bring about academic success. PS 38 has utilized Social Workers, Mt Sinai Partnerships and District SAPIS Support personnel in order to effectively support students' educational program. The newly added responsibilities of the school psychologist on the PS 38 CSE Team limit the amount of time that he is available to counsel students. The added responsibilities of the school psychologist does not allow for clinical attention in this area for those students at risk. Much of his time this year has been devoted to compliance issues of the CSE on referrals.

Following is a proposed model to address the current needs of the school community. The proposed model provides for the inclusion of all students of mild to moderate levels of disability in Collaborative Team Teaching (CTT) Classes (Grades K-5) and two 12:1:1 Self Contained Class for Grade 3 and 4. Most students eligible for special education services at PS 38 receive services such as speech and

language, special education teacher support services for mild to moderate learning disabilities. This year, several students newly arrived at PS 38 required a referral for a more setting due to behaviors that endangered the welfare children or that of the teacher and other students in the class. Established patterns of behavioral outburst have resulted in various safety issues concerns for students in self contained classes and CTT.

The proposed CTT model for school year 2009-10 centers on what is currently called an, ‘integration’ model, which mirrors the team teaching model. In this particular model, students eligible for special education services such as speech and language that paired with a general education class of an equal amount. Each group, the special education group of students and the general education group would have a teacher in the classroom that is trained with the strategies to address the needs of the class. In addition, the school proposes to make a provision for an added adult(s), paraprofessional, for those students requiring one to one attention. Thus, we have a class of twenty students, 40% special education and 60 % general education, two teachers (Special Education & Regular Education.

Collaborative Team Teaching Classes

The instructional model usually follows a daily schedule, which provides for the following:

- Morning meeting – Where children routinely evaluate the date, day, activities, attendance, weather, etc.
- TC Readers’ and Writers’ Workshop (Whole group and small group instruction for Literacy (Read Aloud, Shared Reading, Mini Lesson, Discussions, Guided Reading etc)
- Everyday Learning Math (Workshop Model Approach) 60 minutes Grades K-3 and 75 minutes for Grades 4-5.
- Small group instruction, in four integrated sub groups, for systematic and explicit instruction in sound / letter relationships (Wilson or Foundations)
- Full group participation in cluster subjects (such as, gym, art library, Science enrichment))
- Integrated lunch, auditorium, and physical education
- Core Knowledge approach to Science and Social Studies

The integrated model provides increased individualized and small group instruction with two teachers per room. The teachers are sensitive to students’ emotional and social needs. They are cognizant of each child’s learning style are able to provides standards based work on the students’ instructional level. The special education child is not stigmatized in the integrated setting. Their general education peers provide positive a model for learning.

Special Education Teacher Support Services (SETSS)

Students that require special education services and recommended for inclusion in regular education settings will benefit from a SETSS model. We anticipate that 20 students in grades K-5 will be serviced via SETSS next year. In addition, SETSS teachers currently provide services for approximately 15 “at risk” students, who are in Grades K-5 and whose parents refuse to sign for special support. We anticipate that these children will continue to benefit from this support next year as well. PS 38 believes that we should afford every child the opportunity to learn in a child-centered environment as well as providing individualize instruction based on students’ needs.

One qualified teacher is proposed for the school to provide SETSS. SETSS services will be provided during the day through a push in and/or pull out groups where appropriate. Public School 38’s instructional program anticipates various funds to support teaching and learning throughout the 2009-10 school year. Tax Levy and Tax Levy Special Education funds will be used to account for the salaries of most of the teaching and administrative staff this year. Support staff such as teachers assigned to provide supplemental services such as enrichment, academic intervention, after-school programs, academic and attendance support for those students residing in temporary housing as well as those students identified as English Language Learners will be made possible via Title I, AIDP, PCEN, Title III, State AIS, Early Grade Class Reduction, Project Arts and Chapter 154 monies.

Equally as important are the collaborations with community based organizations throughout the year that support the social emotional and academic development of the students throughout the year. Public School 38 has planned for collaboration with *Asphalt Green*. Asphalt Green has a long relationship with PS 38. This school year we have 4 classes taking part in Asphalt Green’s Swimming Program. In addition to a formal swimming instructional program, where parental consent is required for participation as well, the program offers instruction in physical education, sportsmanship and self esteem. This is a program free of charge to PS 38 due to our long-standing relationship with the organization. Most of the children who have participated have had two years of formal instruction in swimming, a service that most of our students cannot afford financially otherwise and yet a skill that promotes safety in the water that will endure a lifetime. Another CBO collaborating with Public School 38 is the *Education Through Music in the Arts*. The program for those students in Grades PK-5 consist of professional development and planning with teachers and scheduled class visits by a Education through Music consultant, who provides enrichment in music. The classroom teacher and consultant are co-teaching. The consulting agency will provide musical instruments and organize various concerts through the year. This year PS 38 will implement the use of a core knowledge approach to teaching and learning that also integrates Music into the curriculum. Additionally, the school anticipates a collaboration with *Learning Through The Expanded Arts Program (LEAP)* for students in Grades 2-5. LEAP provides professional development and planning for teachers on integrating the arts with various curricular areas as well. The program also provides for class visitations and co-teaching by a LEAP consultant in an effort to support language acquisition via drama for English Language Learners. Grades PK-2 benefit from collaboration with an organization titled *Food Change*. Aligned with other collaborating CBO’s, they offer professional development and co-teaching via the Cookshop Program which offers enrichment and integration Science with content areas of Math and Writing. The *Cookshop Program* is made available via a grant and PS 38 is included at no charge to the regular school funds. Most of the programs are paid via the Project Arts funds. Public School 38 has a longstanding relationship with *Mt. Sinai Hospital*. Mt Sinai provides an ‘*inhouse*’

clinic that services not only the children at PS 38 who have signed consent to receive treatment at the clinic during the day but also the community at large. The hospital also offers a social worker four days a week at PS 38 and children can benefit from *counseling services* as well. Furthermore, Mt Sinai offers a dental clinic at PS 38 where students can receive dental checkups and preventive *dental care*. The *Harlem RBI* organization has been working with PS 38 for two years now and provides an afterschool program with homework support, literacy support, math support four days per week, as well as coaching in the game of baseball.

We welcome continuing our relationship with the *Sports and Arts Program in NYC Public Schools*. Many students enrolled in CTT classes at PS 38 also display social, emotional and psychiatric issues that lead to violent episodes during school. Many of these students who are sent from Region Nine to CTT class designations are prescribed psychotropic medication in addition to ADD or ADHD medication. The Sports and Arts Program at PS 38 was a violence prevention program that supported these students self esteem, emotional and social well being.

ELL Population

Currently the school does not offer a bilingual program. An English setting is offered with ESL support via push in and/or pull out model. Students of ELLs who are speakers of a language other than Spanish and English will also be offered a general education setting with English as the language of instruction. All students who are identified as English Language learners will receive mandated services and instruction in English As A Second language (ESL) Most of the students in Grade 4 next year are scoring at the Intermediate Levels on the NYSESLAT and PS 38 will provide extra sessions in ESL for those students at risk.

Identifying Students at Risk

An *Academic Intervention Team* committee consisting of teachers and administrators specialized in providing SETSS. Speech, Reading Recovery, and teachers of Reading Intervention via Wilson, Foundations, and Voyager as well as the Principal was implemented last year. An effort was launched to take a clinical approach to addressing the needs of those students identified as academically at risk in Reading and Math. The committee met twice a month and recommendations were made to provide a personal intervention plan (PIP) for the student in an effort to promote academic success. Students at the onset of the year identified as a Level 1 student are discussed in June 2006 in an effort to prepare for September 2006's Academic Intervention Services (AIS) as a Tier II intervention strategy. If the student does not demonstrate academic progress after a 6-8 week period, the AIT may recommend more services or a CSE Review as a Tier III intervention strategy. Students that are performing at a low level 2 were provided Academic Intervention Services (AIS) and differentiated instructional approaches with the classroom teacher for a period of 6-8 weeks. If there was no progress observed, the child was then to be recommended to the AIT where an intervention plan will be designed for the child as a Tier II Intervention strategy.

Given the contractual agreement of the 150 minutes of intervention/enrichment to be provided for students by teachers, the school proposes the following work schedule; 8:00 AM to 3:00 PM on Monday through Thursdays of the week. The 37 1/2 minutes will provide intervention for those students at risk and enrichment for those students on or exceeding grade level standards. On Fridays classes will take place from 8:40- 3:00 PM.

Ongoing assessment will be used to test student strengths, the effectiveness of instructional approaches, and appropriate texts for students. We will use performance-based assessments, pupil conferences, ECLAS results, teacher- made grade level tests as well as standardized tests, reading performance indicators, other assessment tools that are consistent with the Region's initiatives to promote the core curriculum aligned with Teacher's College Reading and Writing Project. Rubrics will be used to help students assess their work.

All classroom teachers will assess each child's instructional and independent reading levels. Each student identified as "at risk" will receive immediate AIS intervention and a personal intervention plan will be created to address areas of concern. . Parents will be notified immediately and given strategies to support their child's learning at home.

Core Instructional Program:

Literacy

- ✓ Reading First (Early Childhood)
- ✓ Columbia University Teachers Reading and Writing (Upper Grades)
- ✓ Write Source (EC/UG)
- ✓ TC Writing (EC)

Math

- ✓ Everyday Learning Chicago Math (PK-5)

Science

- ✓ Harcourt Brace (K-5)
- ✓ FOSS (K-5)

Social Studies

- ✓ Core Knowledge
- ✓ NYS/NYC Social Studies Curriculum (PK-5)

Art

- ✓ Harcourt Brace
- ✓ NYC/NYS Visual Arts Curr

Music

- ✓ Education through Music Consultant

- ✓ NYC/NYS Arts Curr.

Physical Education

- ✓ NYC/NYS Physical Education Curr

Technology

- ✓ NYC/NYS Technology Curr

3. Instruction by highly qualified staff.

All teachers employed at PS 38 will be certified teachers. All newly hired teachers will be invited for an initial interview with the principal. They will be required to perform a demo lesson in literacy. Teachers of that particular grade will watch as well as the principal, and staff developers in order to ascertain whether this new teacher demonstrates knowledge of class management and effective planning in literacy

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

High-quality and ongoing professional development, aligned with the State and City standards (see guide):

- **In House Core Knowledge Coor. And Literacy Coach** coordinates all professional development activities, class inter-visitation and school visits
- **Literacy Staff Develop/Literacy Coach**, in class modeling of exemplary practices in Reading and Writing, Social Studies effective planning and teaching
- **Math Staff Developer/Math Coach** , in class modeling of exemplary practices in Math and Science effective planning and teaching
- **Differentiated Professional Development Plan** for Veteran and New Teachers, Parents, Staff Developer, Paraprofessionals and School Volunteers
- **Attendance at Leadership LSO Calendar Professional Development Opportunities**
- **NYCDOE PD Opportunities**
- **UFT Professional Development Opportunities**

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

Strategies to attract highly qualified teachers:

- a. Attend city and district hiring hall invitations.**

- b. Interviews for highly qualified teachers,
- c. Collaborations with colleges and universities
- d. Recommendations from colleagues
- e. Newspaper Classified Advertisement

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

Description of Proposed Parent Involvement Program:

The **Parental Involvement** committee will focus on strategies that would seek to increase parental involvement through ongoing development of the Parent Association and its Executive Board; as well as outreach to parents and “at risk” families.

Through ongoing development of the Parent Association, the focus would primarily encourage consistent and effective communication; and regularly scheduled meetings and activities. As part of this, the executive board seeks to generate enthusiasm and support by inviting members to participate in the formation and implementation of committees and activities, such as Flee Markets, Multicultural and Resource Fairs. This important body would actively lend its support to ongoing parent workshops and seminars, in hope to educate parents of their rights and available resources in the community. It was recommended that the school continue to use the monthly calendar to inform families of upcoming school events, as well as explore other options to increase communication between the school and the parent; i.e. additional parent/teacher conferences. The school will continue to offer Progress Reports every six – eight weeks in order to inform parents as to the academic progress of their children as well as the mandated Parent Teacher Conferences twice a year.

The school’s Pre-K Parental Involvement Component as well as the SAPIS Parental Programs is a huge success with parents. In addition to these two outreach programs, the committee endorses the creation of a Parent Institute, which will continue to address the social needs of Parents that hinder them from participating fully in their child’s educational success. Together, all will continue to offer parent workshops based on a need assessment for parents at the end of the 2005-2006 in preparation for the parent programs for the 2007-08 academic year:

The appropriate allocated funds from Title I monies will be utilized to launch the following:

- An ESL/GED Parent Academy in collaboration with Hunter College/ Project Enterate
- Host 1 evening meeting/1 morning for the General Parent Association Monthly Meetings
- Collaboration with CBO’s as guest speakers at parent meetings
- Assemblies showcasing student work, & talents
- Increase opportunities for Parent / Teacher Meetings
- Disseminate monthly school activities calendar
- Disseminate PTA newsletter twice a year
- Ongoing development of Parent Executive Committee

- Establishment of Parent Institute to outreach to Parent Community
- Offer parents technology classes
- Family Night celebration in the Arts, Writing, Math
- Multicultural Fair
- Monthly Family Reads Day
- Monthly Family Math Day
- Support school community as needed

Professional Development:

Collaboration with CBO's

Participation in Learning Leaders Meetings

Participation in President's Council Meetings

Participation in LSO support for SLTs

Monthly Meetings between School Administrators at PS 38 and Executive Parent Teacher Association Committee

- ✓ Monthly Parent Reads, where parents come in and read with their child
- ✓ Parent Literacy Fair
- ✓ Monthly Parent Literacy Workshops on how to help their child achieve academic success

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

- ✓ **Conduct outreach with flyers to the aforementioned programs**
- ✓ **Visiting Schedule set up for aforementioned schools to conduct a walk through with students and parents**
- ✓ **Brochures on Public School 38, What it offers, Services Available, Enrichment Programs at the School, After-school Programs at the school**
- ✓ **Parent Orientation**

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

Teachers are provided with a professional development prep period weekly. Teachers and school administrators meet the second week of every month during the Professional Development preparation period to discuss data information.

- ✓ **What data to use?**
- ✓ **What does the data say about the strengths of the grade and/or individual class?**
- ✓ **What does the data say about the strengths of individual students within a class?**
- ✓ **What does the data say about the areas that need improvement within the grade and/or individual class?**
- ✓ **What does the data say about the areas that need improvement for individual students within a class?**

- ✓ **What is an action plan that teachers will use to address areas of improvement as well as provide enrichment for strengths via differentiated instruction?**
 - ✓ **What is the timeframe for establishing results and frequency to monitor progress?**
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
- ✓ **During June of each school year, teachers complete an articulation card that provides information regarding individual students' academic performance, special services, intervention services etc. Next, teachers come together with administrators during the first clerical half day in June of each year to discuss students and class assignments for the following school year. The articulation cards are passed on the next year's teacher in an effort to provide teachers with student data right at the onset of the school year.**
 - ✓ **September of each school year, each child is administered a baseline assessment in Reading, Math and Writing in an effort to create differentiated groups after analyzing grade and class data. All students are administered a Social Studies and Science Assessment as well. This allows us to see if there was improvement during the summer or slippage. Teachers then create student groups at the onset of the school year in an effort to provide differentiated instruction to address students' needs. A meeting with school administrators is held at each grade level and with each teacher to discuss a plan of action for intervention and/or enrichment.**
 - ✓ **Grouping for AIS begins in September of each year via 37.5 Minutes four days weekly (M-Th), daily push in support during an un-interrupted 90 Minute literacy block, daily push in/pull out during Math Block, at risk SETSS, counseling etc.**
 - ✓ **Reasonable long term goals are created for each student and student groups**
 - ✓ **Unit Pre-Tests are administered for all content areas and used to create short and interim goals for each student and/or student groups. Unit Post Tests are administered at the end of each instructional unit and compared to Pre-Tests to determine students' growth and interventions that require spiraling during other instructional units**
 - ✓ **UbDs are created for Writing, Social Studies and Science and submitted the third week of the month in order for administrator and coach feedback on academic rigor, clear expectations and student outcomes, differentiated projects according to process, content and product, interventions etc**
 - ✓ **Monthly running records are submitted to administrators for monitoring of student progress in Reading. School created templates are used school-wide that monitor guided instruction for each content area depicting: date, area of focus, skill/concept, strategy or intervention used, assessment and comments on outcome of guided individual sessions with students. Goal setting sheets are created with students and sent home for parent signature.**
 - ✓ **Predictive assessments are administered in October for ELA and November of each school year, which the LSO assists the school in analyzing data to table predicted outcomes and its impact on timeframe and instructional interventions**
 - ✓ **Weekly Tests are sent home to parents.**
 - ✓ **School Progress Reports are sent home every 6 weeks, Report Cards three times yearly, Promotion In Doubt Letters to parents in an effort to inform parents of their child's progress.**

- ✓ **After-school is offered for Reading and Math**
- ✓ **Sports and Arts Program is offered afterschool to provide enrichment**
- ✓ **Music and Art Programs are part of the instructional day as well**
- ✓ **Administrators meet weekly with coaches in an effort to table teacher supports that must be put in place via administrator walk throughs, teacher observations etc. In addition, administrators meet weekly with School Intervention Team staff in order to discuss those students, who are not making academic progress and generate a plan for extra support, execute interventions, monitor progress, assess and discuss outcomes that may lead to further interventions.**
- ✓ **Administrators visits classrooms regularly in order to speak with students on their academic progress as well observe curriculum program**

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
- ✓ **School-wide funds** to provide us with a collaboration with ongoing training on Learning Centered Initiative (LCI) Consultants on exemplary practices and unit planning, Reduced Class Size, Academic Intervention Services Program
 - ✓ **Project Arts** provides the school with collaborations with community based organizations that integrates the arts into the curriculum.
 - ✓ **Tax Levy Funds** provides for teachers salaries as well as textbooks
 - ✓ **CR Part 154 Bilingual and ESL supporting academic achievement for students who are newly arrived in the United States**
 - ✓ **AIDP Funds Attendance Prevention Program** supporting students to increase academic achievement by monitoring attendance
 - ✓ **City Council Funds used for textbooks** supporting resource instructional materials
 - ✓ **FEMA Funds are used for Reading and Math Saturday Academies** supporting students at risk in Reading and Math
 - ✓ **Title I Funds Reading Recovery Program, AIS** supporting students at risk in Reading and Math
 - ✓ **State Funds Mount Sinai Clinic and Social Worker,**

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

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

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

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

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

¹ School Under Registration Review (SURR)

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

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited;

and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.
- **English Language Learners**
Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

PS 38 will form a committee with the task of assessing this key finding and develop an Action Plan if necessary.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school’s educational program.

PS 38 will form a committee with the task of assessing this key finding and develop an Action Plan if necessary.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM³)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

PS 38 will form a committee with the task of assessing this key finding and develop an Action Plan if necessary.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

PS 38 will form a committee with the task of assessing this key finding and develop an Action Plan if necessary.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

PS 38 will form a committee with the task of assessing this key finding and develop an Action Plan if necessary.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

PS 38 will form a committee with the task of assessing this key finding and develop an Action Plan if necessary.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

PS 38 will form a committee with the task of assessing this key finding and develop an Action Plan if necessary.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

We currently have 11 students, who reside in temporary housing however many more students exist that are either in a foster care and not living in a shelter. In addition, we have students that are living in what appears to be a permanent situation however they are not with their natural/biological parent. Many are with grandparents for one reason or another.

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

The school's parent coordinator and school administrators are in close contact with the Education Liaison at Temporary Housing Facilities that feed into the school. Students who reside in temporary housing are monitored closely for attendance. In addition, The school's social worker has established an 'at risk' support group for those students in temporary housing. AIDP Funds are used to provide incentives for excellent attendance as well as academic excellence.

Part B: FOR NON-TITLE I SCHOOLS

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

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

