



ROBERTO CLEMENTE LEARNING CENTER

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: (04M038)
ADDRESS: 232 EAST 103 STREET NEW YORK, NY 10029
TELEPHONE: 212 860-5882
FAX: 212 860-6093

TABLE OF CONTENTS

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

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

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

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

SECTION IV: NEEDS ASSESSMENT.....10

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

SECTION VI: ACTION PLAN.....12

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

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

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

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

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

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

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

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

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

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 04M038 SCHOOL NAME: ROBERTO CLEMENTE LEARNING CENTER

SCHOOL ADDRESS: 232 EAST 103 STREET NEW YORK, NY 10029

SCHOOL TELEPHONE: 212 860-5882 FAX: 212 860-6093

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

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	<u>NORMA CARABALLO</u>
PRINCIPAL:	<u>NORMA CARABALLO</u>
UFT CHAPTER LEADER:	<u>EILEEN FELICIANO QUINN</u>
PARENTS' ASSOCIATION PRESIDENT:	<u>ATELANO LUIS PADILLA</u>
STUDENT REPRESENTATIVE: <i>(Required for high schools)</i>	<u></u>

DISTRICT AND NETWORK INFORMATION

DISTRICT: 04 CHILDREN FIRST NETWORK (CFN): 607

NETWORK LEADER: ELMER MYERS

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 member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

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

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

Name	Position and Constituent Group Represented	Signature
NORMA CARABALLO	*Principal or Designee	
EILEEN FELICIANO QUINN	*UFT Chapter Chairperson or Designee	
ATELANO LUIS PADILLA	*PA/PTA President or Designated Co-President	
VACANT	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
ROSALIE FIGUEROA	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	
VACANT	Member/ PARENT	
	Member/	

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

* Core (mandatory) SLT members.



The New York City Department of Education

Norma Caraballo, Principal

Yvonne Malcolm-Spears, Assistant Principal

P.S. 38 Roberto Clemente Learning Center

232 East 103rd Street, New York, N.Y. 10029
860-5882

Phone: 212-

Fax: 212-860-6093

February 4, 2011

Dear Sir/Madam:

Currently, Public School 38 located at the aforementioned address does not have a balanced School Leadership Team. In October 2010, the school held nomination and an expedited election for Parent Teachers Association Executive Officers. In addition, School Leadership Team Members would be nominated and elected.

To date, the PTA consists of 2 members; a PTA President and a PTA treasurer. The office of secretary is vacant. Parents have not come forward to accept nominations for School Leadership Memberships.

PS 38 faces challenges this school year with Parental Involvement and as a result, the school has an unbalanced team. Although, teachers and school staff are eager to participate, the school does not have a comparable number of parents. The CEP has then been signed by the required membership demonstrating a balance of members; Principal, PTA President and the UFT Chapter Leader of the school.

Thanking you for your cooperation in this matter,

Sincerely,

Norma Caraballo
Principal

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 school and try hard to do well. The school offers intervention in Reading and Math skills. In addition, our integrated curriculum in Social Studies and Science via content area resources are provided by a highly qualified teaching staff by a highly qualified teaching staff. Specialized teacher in Reading and Math push into classes to provide academic support for those students scoring in the lowest third citywide. The school offers enrichment via its 2009-2010 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 Formal and Informal student assessment data by all teachers and administrators in the school in order to set reasonable and achievable goals has promoted increased academic achievement. Evidence of this was reported on 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. However, the 2009-10 Progress Report reflects a clear decline due to the new scale scoring by the NY State Education Department and NYCDOE.

The school believes in promoting school leadership and has a strong collaboration 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 two (2) Literacy Coaches, 1 Math Coach, who also serves to push into classroom in order 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 proposed via its afterschool program, which serves to promote leadership and positive self esteem for the participating students. In addition the school's core academic 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 as enrichment. The afterschool program is supported by the ***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 encourages participation in the enrichment activities as part of the school's regular instructional day. Contingent on the availability of funds, the school looks to offer Ballroom Dance and Storytelling provided by ***American Ballroom Dancing*** as enrichment activities as well in Grades 4 and 5. Roberto Clemente continues its long relationship with Asphalt Green and 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 Grant Project*** are invited each year to take part in Asphalt Green's 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 the great performance during the first season; 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 the ***Mighty Milers Runners Program***. Mighty Milers promotes health and fitness by running daily and charting mileages run by students and teachers. The students are invited to run at marathons at Central Park alongside 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 encouraging 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 Dr. Terri Marx also continues an initiative to promote healthy activities for parents, students and staff with its Shape Up NY Program at PS 38.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
# ELLs with IEPs	0	0	12	Number of Administrators and Other Professionals	10	11	TBD			
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	0	0	TBD			
Overall Students (# entering students coverage for grade)				Teacher Qualifications:						
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10			
	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD			
				% more than 2 years teaching in this school	62.5	68.3	TBD			
				% more than 5 years teaching anywhere	55.0	56.1	TBD			
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher						
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)						
American Indian or Alaska Native	0.3	0.6	1.3	91.9	97.3	TBD				
Black or African American	28.0	26.9	27.4							
Hispanic or Latino	65.1	65.6	64.2							
Asian or Native Hawaiian/Other Pacific Isl.	3.2	3.2	4.2							
White	3.4	3.8	2.6							
Male	48.4	49.1	50.5							
Female	51.6	50.9	49.5							
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/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:										
	Phase				Category					
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive					
	Improvement Year 1									
	Improvement Year 2									
	Corrective Action (CA) – Year 1									
	Corrective Action (CA) – Year 2									
	Restructuring Year 1									
	Restructuring Year 2									
	Restructuring Advanced									

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:		√		ELA:			
Math:		√		Math:			
Science:		√		Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			Progress Target
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	-	-	-				
Multiracial							
Students with Disabilities	√	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	5	5	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	W		
Overall Score:	94.1			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data	W		
School Environment: <i>(Comprises 15% of the Overall Score)</i>	10.4			Quality Statement 2: Plan and Set Goals	W		
School Performance: <i>(Comprises 25% of the Overall Score)</i>	16.9			Quality Statement 3: Align Instructional Strategy to Goals	W		
Student Progress: <i>(Comprises 60% of the Overall Score)</i>	60			Quality Statement 4: Align Capacity Building to Goals	W		
Additional Credit:	6.8			Quality Statement 5: Monitor and Revise	√		
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			
KEY: PROGRESS REPORT DATA				◇ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

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

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

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

- **Decrease in the percentage of students scoring at, near grade level criteria, 26% of students demonstrate on the 2010 NYS English Language Arts Assessment scoring at or exceeding grade level criteria when compared to the previous year's data of 57% on the 2009 NYS ELA. A median score of 2.48 when compared to previous year's median score of 3.08.**
- **Decrease in the percentage of students scoring at, near grade level criteria, 31% of students demonstrate on the 2010 NYS Math Assessment scoring at or exceeding grade level criteria when compared to the previous year's data of 83% on the 2009 NYS Math . A median score of 2.47 when compared to previous year's median score of 3.48.**
- **Decrease in the number of students demonstrating progress on the 2010 NYS ELA. A decrease in students progress identified as the lowest 1/3 reflecting 71% growth (Spring NYS ELA 2010) from the previous year's data of 97% (NYS ELA 2009).**
- **Decrease in the number of students demonstrating progress on the 2010 NYS Math. A decrease in students progress identified as the lowest 1/3 reflecting 73% growth (Spring NYS Math 2010) from the previous year's data of 81% (NYS Math 2009).**

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 continues to work very hard and successfully until the change in scale scoring; learning much from each other through their collaborative approaches. Attendance has improved slightly. The school is continuing a restructuring initiative in Grades PK -2 that would help to support increased student performance and progress at Grades 3-5 in Literacy. In addition, the school has an established School-wide Inquiry Team. The team serves to analyze student performance and progress trends in an effort to help the established Professional Learning Communities at each grade level learn more about those observable trends. They share best practices with a targeted group of students with the purpose that teachers 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 continues as an 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 on past quality reviews 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 2009-10 school-year, the Inquiry Team focused on Grade 4 Mathematics once again 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 that their approach has demonstrated and resulted in a smaller gap in decline of student progress, when compared to that of 2010 NYS ELA.

An analysis of data in English Language Arts indicates that although there was a decline in student performance and progress on the NYS ELA, those students identified as not meeting at/near grade level criteria were those identified as students with an IEP in a self contained setting and/or and English Language Learners (ELLs). The same is observed when analyzing the 2010 NYS Math Assessment. Although most students in a General Education setting demonstrate a decrease on scale scoring, their scores reflect meeting basic criteria as described on the new Core Standards.

The Inquiry Teams' success on the 2008-09's and 2009-10 well-chosen targeted group; twenty Grade 3- 5 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, 2009-10 school data demonstrates a decrease when compared to the 2009 NYS Math years' data.

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 improved 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 analyzing the 2010 Progress Report:

- PS 38 continues to demonstrate that it has performed better when compared to City Horizon on the NYS ELA Assessment in Spring 2009 and 2010.
- PS 38 continues to demonstrate when compared to City Horizon on the NYS Math Assessment in Spring 2009 and 2010

- PS 38 continues to demonstrate a higher percentage of students identified in the lowest 1/3 Citywide showing progress when compared to City Horizon on the NYS ELA in Spring 2009 and 2010
- PS 38 continues to demonstrate a higher percentage of students identified in the lowest 1/3 Citywide showing progress when compared to City Horizon on the NYS Math in Spring 2010.

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, which may be impacting on student performance and progress in Reading especially in early childhood grades.
- Reduction in school budget to maintain reduced class size in upper grades as well as provide push in support
- Continued professional development for Professional Learning Teams within grades in an effort to focus on ELA Core Standards during AIS tutoring that is supplemental
- Push In Model for ESL to decrease the amount of time ELLs are out of the classroom, missing out on instruction and better alignment of ELL goals with grade level course work
- Availability of funds for after-school support

Challenges to Improve In Mathematics

- A continued focus in Math as targeted by teachers , 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
- Increase SETSS for Math Enrichment for students at risk with an IEP and/or ELL
- Push In Model for ESL to decrease the amount of time ELLs are out of the classroom, missing out on instruction and better alignment of ELL goals with grade level course work
- Availability of funds for after-school 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 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

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

Goal Number 1	
Goal:	<p>Describe your goal.</p> <p>To improve the reading level of all students and to improve that of those students identified as ELL students and students with a disability (SWD).</p>
Measurable Objective	<p>Set the measurable target that will define whether you have met your goal.</p> <p>By June 2011,</p> <ul style="list-style-type: none"> • 100% of the teachers, including those who work with ELL students in small groups will participate in professional development in literacy on aligning instructional goals for ELLs and students with an IEP with the new Common Core Standards (CCSS) in order to increase student performance in Reading. • 100% of the teachers including teachers, who work with students with disabilities in small groups will participate in professional development in literacy on how to align and support instructional students’ goals with the new Common Core Standards in order to promote academic growth and performance in Reading. • General Education, ELL & Students with an IEP in Grades 3-5 will demonstrate a 1.5 year of progress growth towards achieving grade level performance as evidenced by the results of the 2011 NYS ELA Assessment and increase by 17 % on 2010-2011 Progress Report ELA Student Performance data.
Action Plan	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> • Extended Day Program (37 ½ minutes, Sept. 2010 to June 2010 Monday and Tuesday 8:00 -8:38 AM) • ELA After-School (Nov. 2010 to April 2011; Tues., Wed., Thurs. 3:15 PM to 4:45 PM) • Continue TC Units of Study • Push In Student Support with ESL and SETSS teachers for students at Risk during guided reading components of the literacy block • Coaching In Teacher Support • 3-4 Periods weekly for teacher common planning • AIS ELA Teacher • ESL Teacher • SETSS Teacher Support for students at risk • Coach Push In Support during uninterrupted 90 minute block • Short and Interim Goal Setting to track student progress and performance • One period per week, teachers will meet and look at student data for revision of instructional goals • Note-taking templates during guided reading sessions for student progress and

performance

- Students will be evaluated using running records with a focus on the aspects of reading with which they need help.
- Teachers will monitor student reading logs to determine if students have been reading books on level for 30- 45 minutes each day at home.
- Teachers will monitor student reading logs to determine if students have been reading books on level for 30- 45 minutes each day during daily independent reading time in order to build stamina in reading.
- Students will be assigned two non-fiction and fiction texts to be read at home.
- Use of Graphic Organizers
- Chunking of information
- Assign a buddy during class activities
- Use of visuals and realia into the lesson

Classroom Teacher During the ELA After-School Program, and Extended Day Program students will:

- read and use several genres of literary pieces and write responses, reactions and original pieces of the same nature
- produce writing pieces across the curriculum
- take part in mini lessons shared writing and conferences
- engage in small group instruction in reading comprehension & fluency
- read, discuss and respond to literature
- engage in word study activities
- ELA After-School (Nov. 2010 to April 2011; Tues., Wed., Thurs. 3:15 PM to 4:45 PM)

Classroom Teacher

- Teachers will learn to examine individual student IEPs in order to determine if a particular child's reading level meets his or her IEP goals. Next, teachers will learn to determine if the child's reading level does not align with his or her IEP goals and the teachers will learn how to adapt the reading curriculum to conform to expectations for student progress set forth within each IEP.
- Teachers will be provided with professional development regarding literacy pedagogical strategies, which can be incorporated within their teaching repertoire in order to meet the needs of their ELL population and IEP population.
- ESL teacher collaboration with classroom teachers in an effort to support identifying and establishment of ESL goals in reading, writing, speaking, and listening for the ELL population.
- Professional development with the literacy coach, staff developer, and A.I.S. teachers during lunchtime PD's and grade meetings throughout the school year.
- Establishing a strong home school connection by having teachers communicate with families in order to inform parents regarding reading goals for each child, *identified on his/her IEP and/or 2010 NYSESLAT* as well as determine accountability for appropriate reading behaviors and benchmarks for students reading on a specific reading levels.
- Teachers will monitor student reading logs to determine if students have been reading books on level for 30- 45 minutes each day at home.
- Teachers will also monitor students' class work and homework to determine if students are meeting their IEP reading goals
- Students will be evaluated using running records with a focus on the aspects of reading with which they need help.

	<ul style="list-style-type: none"> • Monthly Pre/Post Unit Test • Monthly Unit Plans with differentiated strategies for targeted instructional groups • ‘Walk Throughs’ • Note-taking templates on differentiated/guided student conferencing • Student Guided Groups for Math, Writing, Math Vocabulary, Problem Solving • Daily/Weekly Lesson • Teacher Observation • Student Assessment binders • Teacher Assessment binders
Evidence	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> • Agendas and sign in sheets. • Student reading logs will be monitored by administration. • Monitoring of Running Records every 4-6 weeks • Monthly reading assessments • Weekly quizzes • Student IEP’s will be monitored and reviewed by administration. • Student progress reports sent home will be monitored and reviewed to track student achievement. • Students will show <u>5% gains</u> in Tiers 1 through Tier 4 as evidenced by the results of the ELA Periodic Predictives Assessments given during the 2010-2011 school year and as evidenced by the results of teacher made tests, Running Records (Benchmark Assessments), comprehension level, fluency level, ECLAS and Conferencing Notes. • Predictive and ITA Assessment • Mock/simulated ELA assessments with LSO • ARIS/ ACUITY
Goal Number 2	
Goal	<p>Describe your goal.</p> <ul style="list-style-type: none"> • To improve academic performance in Math for all students including ELLs and Students with a Disability (SWD/ IEP).
Measurable Objective	<p>Set the measurable target that will define whether you have met your goal.</p> <p>By June 2011</p> <ul style="list-style-type: none"> • 100% of the teachers, including those who work with ELL students in small groups will participate in professional development in Math on aligning instructional goals for ELLs with the new Common Core Standards in order to improve academic performance in Math. • 100% of the teachers including teachers who work with students with disabilities in small groups will participate in professional development in Math on how to align and support instructional students’ goals with the new Common Core Standards to improve academic performance. • 100% of the classroom teachers will engage in professional development utilizing Everyday Learning Chicago Math in Gr. PK-5 • 100% of the classroom teachers will engage in professional development integrating Math and Writing in Grades 2-5 • By June 2011, all students including ELLs and Students With Disabilities (SWD) sub-groups in Grades 3-5 will demonstrate a 1.5 year progress towards achieving state standards as evidenced by the 2011 NYS Math Assessment and an increase of 17% on 2010-2011 Progress Report Math Performance Data

<p>Action Plan</p>	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> • Math After-School (Nov. 2010 to May 2011; Tues., Wed., Thurs. 3:15 PM to 4:45 PM) • Extended Day Program (37 ½ minutes; Sept. 2010 to June 2011; Wednesday and Thursday 8:00 AM-8:38 AM weekly) • Professional development teacher sessions on math pedagogical strategies, which can be incorporated within their teaching repertoire in order to support and meet the needs of their ELL and SWD population. • Professional Development Session on examining IEP and 2010 NYSESLAT Results to table long, interim and short term goals in an effort to support, track and revise instructional goals in Math for students at risk. • Extra Special Education Teacher Support for ELLs and students with an IEP in Math • 3-4 Common Planning Periods • AIS Math Teacher • Monthly Pre/Post Unit Test • Weekly quizzes • Student Notebooks • Writing in Math • Weekly Homework • Monthly Unit Plans with differentiated strategies for targeted instructional groups • ‘Walk Throughs’ • Note-taking templates on differentiated/guided student conferencing • Student Guided Groups for Math, Writing, Math Vocabulary, Problem Solving • Use of Graphic Organizers • Chunking of information • Assign a buddy during class activities • Use of visuals and realia into the lesson • Daily/Weekly Lesson • Teacher Observation • Student Assessment binders • Teacher Assessment binders
<p>Evidence</p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> • Agendas and sign in sheets. • Student math journals and notebooks will be monitored by administration. • Student IEP’s will be monitored and reviewed by administration. • Student progress will be monitored • Post Unit Tests • May/June 2011 Math Predictive • ITAs • ARIS/ ACUITY • Mock/simulated Math assessments with LSO • Students will show <u>5% gains</u> in Tiers 1 through Tier 4 as evidenced by the results in the Math Periodic Predictive Assessments given during the 2010-2011 school year and as evidenced by the results in teacher made tests and Everyday Math Benchmark Assessments (Unit/mid-year/end of year assessments)
<p>Goal Number 3</p>	
<p>Goal</p>	<p>Describe your goal.</p> <p>To increase the number of teachers participating in Inquiry/Teacher</p>

	Teams in the school.
Measurable Objective	<p>Set the measurable target that will define whether you have met your goal.</p> <p>By June 2011, 100 % of teachers will participate in Inquiry Team based best practices in Literacy and Math.</p>
Action Plan	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> • Meet with faculty to discuss 2009-10 Progress Report • Share areas of strength and areas for improvement by comparing student achievement differences using 2009 versus 2010 scale scoring for Reading and Math. • Discuss and table areas of improvement for ELLs and SWD. • Meet with the staff to establish communities to develop an action plan that will address each of the areas an improvement • Set target goals for each area and interim bench marks • Launch Professional Development Workshops using ARIS Connect as a place for Inquiry Communities • One PD per week is devoted to analyzing student data as a grade for trends within grades that require support to increase student achievement. • Weekly Coach/Teacher planning sessions • Teachers will attend Professional Learning Workshops in Math provided by the Leadership LSO based upon teachers' differentiated needs to support all students in Math especially those in the lowest 1/3. (SWD and ELLs) • 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 • Meet with teachers, Math Coaches and AIS Math teacher on a weekly basis in order to provide strategies in Math • 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 • Weekly tutoring in Math will reflect data differentiated instructional goals that are reviewed every 3 weeks. • School wide Inquiry Team will focus on Literacy • Individual Grade Professional Learning Communities will establish Literacy Teams for Grades 1-2 and Math Teams for Grades 3-5. • Data Specialist provides 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 • Teacher training on use of ARIS, ACUITY, Creating Itemized Analysis Templates are ongoing

Evidence	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> • Monthly Unit Plans with differentiated strategies for targeted instructional groups • Pre/Post Weekly quizzes • ‘Walk Throughs’ • Note-taking templates on differentiated/guided student conferencing • Student Guided Groups for Math, Writing, Math Vocabulary, Problem Solving • Daily/Weekly Lesson • Teacher Observation • Student Assessment binders • Teacher Assessment binders • Reporting from professional learning communities, case studies of students, and student work will indicate that the inquiry teams are active in the curricula of Reading and Math will be shared with school-wide staff during Monthly staff meetings
Goal Number 4	
Goal	<p>Describe your goal.</p> <p>To increase parent awareness of grade level expectations, student accountability for performance and progress, and supports provided for the individual child’s grade level curriculum.</p> <p>To communicate interim progress information throughout the 2010-2011 school year</p>
Measurable Objective	<p>Set the measurable target that will define whether you have met your goal.</p> <p>By June 2011, 100% of parents/guardians will receive communication from Roberto Clemente approximately every 6-8 weeks on student progress and performance</p>
Action Plan	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> • Curriculum Night • Curriculum Day • Distribute Student Progress Reports in October, January and May. • Report Cards will be distributed in November 2010 and March 2011. • Promotion In Doubt Letters will be distributed in February 2011. • Long Term Goal Setting Sheet • Interim Goal Setting Sheet • Short Term Goal Setting Sheet • Monthly workshops supporting parents in developing and strengthening the parent/teacher relationship • Monthly Workshops on supporting parents to support students at home in Reading, Writing and Math. • Monthly workshops on supporting parents with students with disabilities. <ul style="list-style-type: none"> ○ Monthly Parent Worksessions on : ○ ARIS as an informational tool ○ Computer technology and software to support their child’s academic achievement ○ How to understand, interpret, and use data

	<ul style="list-style-type: none"> ○ English as a Second Language strategies and activities ○ What are the NYS ELA and NYS Math Assessments? What are the Core Standards ○ Test Preparation strategies and activities for the New York State ELA and Math Standards ○ Supporting their child’s learning in ELA and Mathematics ○ Benchmarks for supporting children to become better readers ○ Good Homework Help tips ○ Strategies that foster positive behavior at home and in school ○ Establishing a strong home-school connection ○ Becoming a parent volunteer ● Yearly and Monthly calendars sent home in Spanish and English ● Parent Manual in English and Spanish ● Parents will be invited to several special celebrations (literacy celebrations and publishing parties, monthly and music and theatre productions) ● School website www.PS38M.org
Evidence	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> ● Parents’ Manual ● Parents’ Monthly Calendars ● Student Progress Reports ● Yearly School Calendars ● Agendas ● Attendance Sheets ● Minutes from Meetings ● Parents’ Bulletin Board ● School website www.PS38M.org
Goal Number 5	
Goal	<p>Describe your goal.</p> <p>To improve student attendance</p>
Measurable Objective	<p>Set the measurable target that will define whether you have met your goal.</p> <p>By June 2011, the overall attendance rate of the entire student body in grades Pre-K – 5 will increase from 92 % to 94%</p>
Action Plan	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</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 ● To continue monthly meetings with the attendance committee to review the attendance of specific students o the 2nd Tuesday Monthly. ● To continue the 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. ● To develop a consistent date scheduled for Perfect Attendance Assemblies, where incentives are awarded monthly in an effort to celebrate improved student

	<p>attendance and punctuality.</p> <ul style="list-style-type: none"> • Continue to display a Monthly Perfect Attendance Bulletin Board. • 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
<p>Evidence</p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> • To follow 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. • Analysis of attendance at monthly attendance committee meeting. • Review of phone messenger system with office staff. • Review of phone calling and letters to parents to evaluate the effectiveness of such strategies. • Year to date attendance report/contact log • Home visit logs/letters to parents • Agendas of monthly attendance meeting • Parent visit logs/Incentive Awards.

SECTION VI: ACTION PLAN

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

Subject/Area (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 2011 NYS English Language Arts Assessment and 2011 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 4 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-fiction)

	<p>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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<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 2011</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 2011 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 • At Risk SETSS 														
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<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 														

	<ul style="list-style-type: none"> • 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 <p>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 2011 NYS Math Test by June 2011</p>
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Professional Development

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>By June 2011, 95% 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></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>	<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

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)

	<ul style="list-style-type: none"> • Develop literacy connections to social studies using historical fiction • Integration and alignment of the Social Studies and the English Language Arts Performance 												
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<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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Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<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

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<i>By June 2011, there will be a 5 % increase in parental involvement as measured by attendance data during school activities and PTA Meetings.</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>	<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) • 2010-2011 School Year Calendar sent home September 2010 • 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

	<ul style="list-style-type: none"> • 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) • 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 2010 and March 2011 • Conduct Promotion In Doubt Conferences with Parents of students in danger of Hold Over Status in January- February 2011 • Implement Family Reading Day on third Friday per month from October 2010– June 2011 • Implement a Family Math Day on fourth Thursday per month from October 2010– June 2011 • Implement a Basic Computer Skills Workshops for Parents • Establish a School Volunteer Program 																
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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 																

Attendance

Subject Area

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<i>By June 2011, the overall attendance rate of the entire student body in Grades Pre-K through 5 will increase to 94%</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>	<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". • Establish "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. 												
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<table style="width: 100%; border: none;"> <tr> <td style="padding-right: 20px;">School Social Worker</td> <td>(Tax Levy /IDEA/AIDP)</td> </tr> <tr> <td>School Family Workers</td> <td>(Tax Levy/AIDP/ Universal Pre-K)</td> </tr> <tr> <td>School SAPIS Worker</td> <td>(SAPIS)</td> </tr> <tr> <td>Parent Coordinator</td> <td>(Tax Levy)</td> </tr> <tr> <td>Pupil Accounting Secretary</td> <td>(Tax Levy)</td> </tr> <tr> <td>School Administrators</td> <td>(Tax Levy)</td> </tr> </table>	School Social Worker	(Tax Levy /IDEA/AIDP)	School Family Workers	(Tax Levy/AIDP/ Universal Pre-K)	School SAPIS Worker	(SAPIS)	Parent Coordinator	(Tax Levy)	Pupil Accounting Secretary	(Tax Levy)	School Administrators	(Tax Levy)
School Social Worker	(Tax Levy /IDEA/AIDP)												
School Family Workers	(Tax Levy/AIDP/ Universal Pre-K)												
School SAPIS Worker	(SAPIS)												
Parent Coordinator	(Tax Levy)												
Pupil Accounting Secretary	(Tax Levy)												
School Administrators	(Tax Levy)												
Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review;</i>	<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 												

instrument(s) of measure; projected gains

- Decrease in number of parent concerns and issues
- Increase improvement on Student Short Term Goal Objectives

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	10	15	N/A	N/A	0	0	3	0
1	40	40	N/A	N/A	0	0	1	0
2	35	35	N/A	N/A	0	1	2	0
3	25	30	N/A	N/A	0	4	0	0
4	25	25	25	25	0	2	0	0
5	15	15	15	15	0	2	0	0
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

<p>Name of Academic Intervention Services (AIS)</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 30 minute push in model during the 90 minutes of uninterrupted Reading block by an AIS Reading Teacher/Coach, 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 analyze student data of identified struggling students in Reading/Writing in order to provide differentiated targeted support during the 371/ minute tutorials 4 times/ week. The focus of their tutorial includes Main Idea, Reasoning Skills and Vocabulary to increase comprehension skills. Every effort has been made to keep classes at a reduced number in Grade 4 and 5</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 Push In Teacher who services level 1 and some low level 2 students. Teachers targeting Reading as their Professional Learning Community focus utilize their weekly professional development prep to analyze student data of identified struggling students in Reading in order to .provide differentiated targeted support during the 371/2 minute tutorials 4 times/ week. The focus of their intervention is Phonemic Awareness, Fluency and Vocabulary. Every effort has been made to keep classes at a reduced number in Grades 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 90 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 targeting Math as their Professional Learning Community focus utilize their weekly professional development prep to analyze student data of identified struggling students in Math in order to .provide differentiated targeted support during the 371/2 minute tutorials 4 times/ week. The focus of their tutorial encompasses those skills and concepts related to the number sense strand in Mathematics. Every effort has been made to keep classes at a reduced number in Grade 4 and 5</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</p>

	<p>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 targeting Math as their Professional Learning Community focus utilize their weekly professional development prep to analyze student data of identified struggling students in Math in order to provide differentiated targeted support during the 37 1/2 minute tutorials 4 times/ week. Every effort has been made to keep reduced class size in Grade K-2</p>
Science:	<p>Academic Intervention Services at PS 38 serve to provide further support for students in grades 5 Science via a 30 minute pull out model during the early morning and/or afternoons by an AIS Reading Teacher/Coach, 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:	<p>Academic Intervention Services at PS 38 serve to provide further support for students in grades 4 Social Studies via a 30 minute pull out model during the early morning and/or afternoons by an AIS Reading Teacher/Coach 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.</p>
At-risk Services Provided by the Guidance Counselor:	No Guidance Counselor
At-risk Services Provided by the School Psychologist:	<p>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.</p>
At-risk Services Provided by the Social Worker:	<p>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.</p>
At-risk Health-related Services:	<p>Mt Sinai Social Worker on staff, Mt Sinai Health Clinic that services students enrolled at PS 38 and community at large.</p>

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) K-5 Number of Students to be Served: 38 LEP Non-LEP

Number of Teachers 01 Other Staff (Specify) COACHES AND AT RISK SETSS
 STAFF

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

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 and reading/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 Interpersonal Communication Skills and develop Cognitive Academic Language Proficiency indicated on the 2009 NYSESLAT. The program will service ELL and at risk currently EP but former ELL students of Grades 2-5. 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 the 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 Arctic 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 mini project will focus on an integration of the visual arts with Reading and Writing. The students will engage in a self selected study of an animal within the bodies of water aforementioned. The student will engage in a research project along with the teachers assigned to work the program, who will work with the students to further develop reading and writing via the use of technology. A LEAP artist will work with the students as well in an effort to have the students recreate a three dimensional creature of their choice within the body of water selected. The students will produce a written report on the creature of study, which will be used to present to the community at large. The school will host a 'Project Celebration' where the parents and families can view what the students have worked on thus further developing presentation skills and content vocabulary acquired as a result of their study.

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 three 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.

School data demonstrates that although students identified as English Language Learners are making progress academically, however they are scoring below the students identified as English Proficient. NYSESLAT data indicates that students identified as ELLs in testing grades, especially true for those students that were included in Extension of ESL Services, require more support in the development of vocabulary for Reading Comprehension and Writing. Science data supports the same. As a result, creating a program of support that integrates the visual arts, computer technology and literacy in the content area of science (non-fiction text) allows for extra support in reinforcing literacy skills to support an increase in academic progress in the targeted areas of vocabulary, writing, reading comprehension of non-fiction texts. 20 students are targeted. Grade 2 is included as intervention and preparation for 2011 NYS Grade 3 ELA. Specifically the students, will be reading non-fiction trade books and using the internet to read and research to support reading comprehension. The students will be broken into two groups working with two bilingual teachers, who will

provide instruction in English and deliver small group intervention and one on one support. This will occur two days a week. A LEAP consultant will also work with the teachers in order to create a visual arts piece that supports the student's written research report and oral presentation. The students will engage in creating 'realia' and will serve as a counterpart to a greater project school-wide, where we expect to create 'living environments/habitats' for creatures around the world. Students will create written research reports, narrative procedures, narrative accounts, expository written pieces that encourage literacy skills throughout their instructional program.

The LEAP consultant will work with a certified bilingual teacher in co-teaching classroom models 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 other days 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 three 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 a related activity 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 – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

- LEAP consultant will provide support for teacher planning Teachers utilize a backward design towards monthly unit planning and pacing. The LEAP consultant will meet with teachers for this project towards integrating the Visual Arts into the school wide project, "Creatures Around the World."
- The LEAP consultant will provide in class coaching and modeling of how to infuse the arts to scaffold and enrich language learning during a visual arts connection with Writing for a narrative sequence and project.
- 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 in those classes with ELL students during the scheduled PM sessions as well.
- 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 in the after school program weekly for the duration of the program.
- Extended Day Teachers are identified as a bilingual teachers, who serve as 'teacher experts' in this area for classroom teachers to confer with during the regular school day.
- Topics discussed include:
 - Design and pacing of their project

- Various mediums to use for the project to create a 3 D object
- Pacing for the creation of the actual visual arts piece
- Various approaches and websites that support vocabulary development connected with their science
- Curriculum and use of vocabulary in context with various writing assignments for the literacy part
- of the project.
- Connection with the school-wide project for the rest of the school not associated with the Title III
- Preparation for the Gallery Walk through the school

Section III. Title III Budget

School: Roberto clement Learning Center (04M038)

BEDS Code: 310400010038

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$8964	<i>Teacher Salaries</i> Targeted Grades: Grades 2-3 Supplemental Pgm. <ul style="list-style-type: none"> • Science and Visual Arts Academy to be held two times per week/ January 2010 through May 2010 servicing ELL/ LEP students. Program to be held three times a week in an effort to scaffold language learning, reading comprehension and writing skills. (Beginner-Intermediate-Advanced) 2 teachers x 4.5 hrs /week X \$ 49.89 X 20 weeks = \$8946.0 <div style="text-align: right;"> Title III Subtotal Expenditure \$8964.00 </div>
Purchased services - High quality staff and curriculum development contracts.	\$0	
Supplies and materials - Must be supplemental.	\$1254	(Felt, construction paper, index cards, writing paper, paint, tissue paper, string, glue, pencils,

<p>- Additional curricula, instructional materials. Must be clearly listed.</p>		<p>markers, etc for student presentation and parent project, which will be coupled with Title I funds)</p> <p>236.00</p> <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> • <i>(\$1000.00)</i> <p>(\$1000.00)</p> <p>Title III Subtotal Expenditure \$1254.00</p>
<p>Educational Software (Object Code 199)</p>	<p>\$0</p>	
<p>Travel</p>	<p>\$0</p>	
<p>Other Consultant Services</p>	<p>\$4800</p>	<p>One ‘LEAP’ Art consultant @ \$240.00/session for 20 sessions for 1 class afterschool each including planning sessions</p> <p>Subtotal Expenditure</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 with each group in order to work with a 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 teachers 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

		<p>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> <p>Projected Cost = \$4800.0</p> <p><i>Parental Involvement Program will be funded via other fund sources</i></p> <p>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> <p>Projected Cost = \$4800.00</p>
TOTAL		\$15000.00

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 08, 2010 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 languages of parents and students. 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 Pakistan, Bengali and Africa.
 - 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, Bengali, Africa 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, Bengali, Africa and Pakistan. School will provide information sent home in English with a Spanish translation. Where necessary, translation for parents in languages other than Spanish/ English will be provided. Parents of Arab ethnicity generally indicate that they 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 utilized 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	250,030.00	49,280.00	299,310.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	2500	489.00	2989.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	12,502.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	25,003.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. 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.

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

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:

- **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



The New York City Department of Education

Norma Caraballo, Principal
Yvonne Malcolm-Spears, Assistant Principal

P.S. 38 Roberto Clemente Learning Center

232 East 103rd Street, New York, N.Y. 10029

Phone: 212-860-5882

Fax: 212-860-6093

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 address communication issues between teachers and parents through:*
 1. *Parent-teacher conferences at least three times annually*
 2. *Frequent reports to parents on their children's progress at least three times annually*
 3. *Reasonable access to staff via an Appointment Request Form/ Appointment Granted Form/Parent Coordinator as a liaison*
 4. *Opportunities to volunteer and participate in their child's class via Parent Volunteer Program*
 5. *Daily 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 30 to 45 minutes per day.*

- ✓ *To monitor his/her child's/children's:*
 1. *Attendance at school*
 2. *Homework*
 3. *Television watching*
 4. *Access to Inappropriate Internet Website(s)*
- ✓ *To share the responsibility for improved student achievement.*
- ✓ *To communicate with his/her child's/children's teachers about their educational needs.*
- ✓ *To ask 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*



The New York City Department of Education

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Escuela Roberto Clemente – Compacto de Padres

Escuela Publica 04M038

La escuela y los padres que trabajan cooperativamente para prever la educación acertada de los niños convienen:

La escuela conviene

- ✓ Para convocar una reunión anual para que padres del título I les informen el programa del título I y sus derechos para estar implicado.
- ✓ Para ofrecer un número flexible de reuniones a las varias horas, y en caso de necesidad, y si los fondos están disponibles, de proporcionar de visitas del transporte, del cuidado de niños o del hogar para esos padres que no pueden asistir a una reunión regular de la escuela.

- ✓ Para implicar activamente a padres en el planeamiento, repasando y mejorando los programas del título I y la política parental de la implicación.
- ✓ Para proveer de padres la información oportuna sobre todos los programas.
- ✓ Para proporcionar perfiles del funcionamiento y los resultados individuales del gravamen del estudiante para cada niño y la otra información pertinente de la educación del individuo y del distrito escolar.
- ✓ Para proporcionar plan de estudios y la instrucción de la alta calidad.
- ✓ Para abordar ediciones de la comunicación entre los profesores y los padres a través:
 1. Conferencias del Padre-Profesor por lo menos tres veces anualmente
 2. Informes frecuentes a los padres en el progreso de sus niños por lo menos tres veces anualmente
 3. El acceso razonable al personal vía una cita de la forma de la petición de la cita concedió al coordinador de la forma/del padre como enlace
 4. Oportunidades de ofrecerse voluntariamente y de participar en la clase de su niño vía programa del voluntario del padre
 5. Observación diaria de las actividades de la sala de clase
- ✓ Para asegurar que los padres pueden participar en actividades profesionales del desarrollo si la escuela determina que es apropiado, es decir, las clases de la instrucción, talleres sobre estrategias de la lectura.

El padre/el guarda conviene

- ✓ Para llegar a estar implicado en desarrollar, aplicar, la evaluación, y revisar de la política de la implicación del escuela-padre.
- ✓ Para participar adentro o pedir el entrenamiento de la asistencia técnica que la autoridad o la escuela local de la educación ofrece en prácticas que se alzan del niño y la enseñanza y estrategias de aprendizaje.
- ✓ Para trabajar con su niño/niños en escuela trabaje; y leído a ellos por 30 a 45 minutos por día.
- ✓ Para supervisar su niño/niños:
 1. Atención en la escuela
 2. Preparación
 3. Observación de la televisión
 4. Tenga acceso a los Web site inadecuados del Internet
- ✓ Para compartir la responsabilidad del logro mejorado del estudiante.
- ✓ Para comunicar con su niño/los profesores de los niños sobre sus necesidades educativas.
- ✓ Como a padres y a los grupos de padre para proporcionar la información a la escuela en el tipo de entrenamiento para la ayuda quisieran que y/o necesitarían ayudaran a para ser más eficaces en la ayuda de su niño/niños en el proceso educativo.

Escuela Roberto Clemente (04M038)
 _____, **Principal/Directora**



The New York City Department of Education

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Roberto Clemente School - PARENT COMPACT
SCHOOL 04M038

Please read Parent Compact. After, kindly sign the form below to ascertain that you have received a copy and return to your child's teacher.

I acknowledge that I have received and read the 2010-2011 Roberto Clemente School Parent Compact

Student's Name _____

Grade/Class _____

Teacher _____

Print Parent/ Guardian Name _____

Parent/Guardian Signature _____

Telephone _____

Relationship to the Student _____

Yes, I am interested in being Parent Volunteer Program

No, I cannot serve as a volunteer but I would like to be called in supporting the school in another capacity.

Dates/Times of Availability to Contact You _____



The New York City Department of Education

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Escuela Roberto Clemente - Compacto de Padres
Escuela Publica 04M038

Lea por favor el acuerdo del padre. Después, muestra bondadosa la forma abajo para comprobar que usted ha recibido una copia y devuelvale al profesor de su niño.

Reconozco que he recibido y leí el acuerdo 2010-2011 del padre de la escuela de Roberto Clemente

Nombre del Estudiante Curso/Aula

Profesor(a)

Escriba Nombre del Padre/Guardían

Firma del Padre/ Guardían Telefono

Relación al Estudiante

Si, me interesa el programa de padres voluntarios

No, me interesa el programa de padres voluntaries pero me gustaria ofrecer mi servicios en otras ocasiones

Dias y horario cuando no podemos comunicarle

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

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:**
 - o **Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.**
 - o **Help provide an enriched and accelerated curriculum.**
 - o **Meet the educational needs of historically underserved populations.**
 - o **Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.**
 - o **Are consistent with and are designed to implement State and local improvement, if any.**

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 4 and 5. 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 2010-11, 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 & General 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) 90 minutes Grades K-3 and 90 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 2010-11 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.

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 3-5 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 were discussed in June 2010 in an effort to prepare for September 2010'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 Parents Teachers 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 2010-11 school year in preparation for the parent programs for the 2011-12 academic year:

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

- 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
- PS 38 website (<http://www.PS38M.org>)

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

- i. Monthly Parent Reads, where parents come in and read with their child
- ii. Parent Literacy Fair
- iii. 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?
- How will we monitor and revise instruction to meet students' needs?
- What will the assessment look like and is it a reliable source for effective action planning?
- How will we close the gap between student performance and meeting core standards?

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 informal 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. In addition, PS 38 participates with a NYS ELA and NYS Math assessment via Network 607 prior to the Predictive and Instructionally Targeted Assessments administered later on during the Fall of each school year. This allows us to see if there was improvement during the summer or slippage. Teachers are provided with soft and hard data in an effort to create long, interim and short term goals that are aligned with core standards and grade level criteria. 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 the 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 uninterrupted 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 based on actual student performance and desired outcome
 - 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 bi-monthly 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 (ARRA)** to provide us with Coaches, Reduced Class Size, Academic Intervention Services Program
 - **Project Arts** provides the school with collaborations with community based organizations, which integrate the arts into the curriculum.
 - **Tax Levy Funds** provides for teachers salaries as well as textbooks, after-school programs
 - **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
- **Contract for Excellence** provide extra academic support for students at risk in Reading and Math
- **Title I Funds are used for AIS;** supporting students at risk in Reading and Math during the instructional day
- **State Funds Mount Sinai Clinic and Social Worker**
- **Title III monies support ELLs afterschool**

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

Explanation/Background:

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			250,030.00	✓	10-21, 23-29,52
Title I, Part A (ARRA)	Federal	✓			49,280.00	✓	10-21, 23-29,52

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title II, Part A	Federal	✓			22,277.00	✓	10-21, 23-29,52
Title III, Part A	Federal	✓			15,000.00	✓	10-21, 23-29,52
Title IV	Federal	✓			64,743.00	✓	10-21, 23-29,52
IDEA	Federal	✓			31,204.00	✓	10-21, 23-29,52
Tax Levy	Local	✓			2,358,088.00	✓	10-21, 23-29,52

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, CORRECTIVE ACTION, OR RESTRUCTURING

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

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

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

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

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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.
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.

School Under Registration Review (SURR)

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

PS 38 currently has 25 students, who reside in a temporary housing facility, however many more students exist that are either in a foster care and not living in a shelter and/or are in a doubling up situation due to the economic crisis. 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 Educational Liaison at the 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 your Children First Network.

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 38 Roberto Clemente					
District:	4	DBN:	04M038	School		310400010038

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	27	24	31		89.7	91.6	90.9
Kindergarten	43	40	42				
Grade 1	43	39	39	Student Stability - % of Enrollment:			
Grade 2	61	40	36	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	63	54	49		89.0	85.5	88.6
Grade 4	54	60	51				
Grade 5	54	48	46	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		77.6	91.5	86.6
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		8	62	57
Grade 12	0	0	0				
Ungraded	1	2	1	Recent Immigrants - Total Number:			
Total	346	307	295	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					3	1	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	20	21	14	Principal Suspensions	0	0	20
# in Collaborative Team Teaching (CTT) Classes	46	52	43	Superintendent Suspensions	9	16	9
Number all others	19	12	24				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	2	0	TBD	Number of Teachers	40	41	32
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	10	11	6
# receiving ESL services only	40	35	TBD				
# ELLs with IEPs	0	12	TBD	Number of Educational Paraprofessionals	0	0	6

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	96.9
				% more than 2 years teaching in this school	62.5	68.3	78.1
				% more than 5 years teaching anywhere	55.0	56.1	65.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	80.0	90.0	81.3
American Indian or Alaska Native	0.6	1.3	1.4	% core classes taught by "highly qualified" teachers	91.9	97.3	83.3
Black or African American	26.9	27.4	28.1				
Hispanic or Latino	65.6	64.2	62.0				
Asian or Native Hawaiian/Other Pacific	3.2	4.2	5.1				
White	3.8	2.6	3.4				
Male	49.1	50.5	52.9				
Female	50.9	49.5	47.1				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	29.9	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	4.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	2.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	22.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.5						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 607	District 04	School Number 004	School Name Roberto Clemente
Principal Norma Caraballo		Assistant Principal Yvonne Malcolm Spears	
Coach Wanda Mendez		Coach Patricia Queen	
Teacher/Subject Area Andrew Long/ ESL		Guidance Counselor Mildred Delorise Harris	
Teacher/Subject Area Marjorie Sanchez/ Math		Parent Atelano Luis Padilla	
Teacher/Subject Area Joan Begun/ Special Education		Parent Coordinator Denise Figueroa	
Related Service Provider Brukti Harper		Other type here	
Network Leader Elmer Myers		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	25

C. School Demographics

Total Number of Students in School	298	Total Number of ELLs	38	ELLs as Share of Total Student Population (%)	12.75%
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Part II: ELL Identification Process

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

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

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

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

Question # 1

New Admits to PS 38 at the Onset of School Year

At the point of registration at the onset of the school year for a newly admitted student (first time into a NYC Public School), PS 38 follows NYCDOE standard operating procedures for the identification of students eligible for ELL services within the 10 day timeframe as indicated by CR-Part 154. Assigned to registration are the ESL teacher, coaches, a member of the SBST, office staff and a school administrator. The parent coordinator is available for Spanish translation, the dominant language of the community

1. Parents are provided with a Home Language Information Survey (HLIS) to complete indicating the language that the student speaks, reads and/or listens to most of the time. The Home Language Information Survey is reviewed by the NYS Certified ESL teacher and/or a school administrator in order to determine eligibility for testing with the LAB-R if indicated. An informal interview with the parent is conducted by the staff assigned to registration and the ESL teacher in order to determine if the child is eligible for testing. The parent is then advised by the school administrator monitoring the registration process.

2. If the child appears to require a bilingual setting and the school does not have the availability of a Transitional Bilingual Education (TBE) or Dual Language (DL) Program at the designated time due to the present enrollment of English Language Learners for two consecutive grades, the parent is advised. If a bilingual setting is the parent's preference, the parent is advised of neighboring schools, where a bilingual program for the grade is available provided that there is room for the child in the identified school(s) within the district. The parent is apprised that in the aforementioned case, the child may be eligible for a Metro Card at the school, however will not be eligible to receive Yellow School Bus Service to and from the school.

3. In addition, the parent is advised of the location for the Office of Family and Youth Development (OFYD), where the parent can visit to seek more information regarding placement in a Bilingual Program.

4. The parent is also advised that currently due to enrollment, PS 38 does not have a TBE program.

5. The parent is further advised that within 10 school days from the date of registration, the student will be tested on the LAB-R. If identified as an English Language Learner (ELL), the student will be placed in a Monolingual English Setting, should the parent desire for the child to remain at PS 38. The parent is also informed that the student will receive ESL services throughout the day in order to meet state mandates for English Language Learners.

6. Finally the parent is advised that if there are 15 students identified as ELLs in the targeted grade and/or within two consecutive grades, a bilingual class will be created within a specified time at the onset of the school year.

7. Finally, the parent is advised that an Orientation Meeting will be offered, where more specific information will be provided for them in order to select the best instructional setting for their child.

If a child is registered for the first time at PS 38/ Roberto Clemente at the onset of the school year but has attended a NYC Public School in the past, the child exam history will be sought using the SBIO feature on the NYCDOE ATS. In addition, upon obtaining the student's NYCDOE identification number (OSIS#), an administrator will check into the CAP System to determine if the student is eligible for Special Education Services such as Speech and Language, Special Education Teacher Support Services (SETSS), Occupational Therapy etc. At this time of particular interest, is the instructional program that the student was enrolled at prior to coming to PS 38 as well as the NYSESLAT results. The parent is apprised of the student's exam history obtained. Assigned to registration are the ESL teacher, coaches, a member of the SBST, office staff and a school administrator. The parent coordinator is available for Spanish translation, the dominant language of the community.

1. An informal interview is conducted to initially determine if the child appears to require a bilingual setting and the school does not have the availability of a Transitional Bilingual Education (TBE) or Dual Language (DL) Program at the designated time due to the present enrollment of English Language Learners for two consecutive grades, the parent is advised. If a bilingual setting is the parent's preference, the parent is advised of neighboring schools, where a bilingual program for the grade is available provided that there is room for the child in the identified school(s) within the district. The parent is apprised that in the aforementioned case, the child may be eligible for a Metro Card at the school, however will not be eligible to receive Yellow School Bus Service to and from the school.

2. In addition, the parent is advised of the Office of Family and Youth Development (OFYD), where they can visit to seek more information regarding placement.

3. The parent is also advised that currently due to enrollment, PS 38 does not have a TBE program.

4. If identified as an English Language Learner (ELL), the parent is advised that the student will be placed in a Monolingual English Setting, should the parent desire for the child to remain at PS 38. The child will receive ESL Services throughout the day in order to meet state requirements. The parent is also advised that each year a student eligible for ESL services and/or identified as an English Language

Lerarterner is administered the the NYS English As A Second Language Achievement Test (NYSESLAT) in order to determine progress in Reading, Writing, Listening and Speaking in English. The test is administered annually.

5. Finally the parent is advised that if there are 15 students identified as ELLs in the targeted grade and/or within the two consecutive grades, a bilingual class will be created within a specified time at the onset of the school year.

6. Finally, the parent is advised that an Orientation Meeting will be offered, where more specific information will be provided for them in order to select the best instructional setting for their child at registration for new registrants and via a letter home for students already enrolled at the school.

New Admits to PS 38 during the School Year

If the child is a new admit during the school year, a member of the pupil accounting office staff assists the parent in completion of enrollment information. The parent coordinator is available for Spanish translation, the dominant language of the community. A school administrator reviews the information supplied by the parent.

1. Parents are provided with a Home Language Information Survey (HLIS) to complete indicating the language that the student speaks, reads and/or listens to most of the time. The Home Language Information Survey is reviewed by the NYS Certified ESL teacher and/or a school administrator in order to determine eligibility for testing with the LAB-R if indicated. An informal interview with the parent is conducted by the pupil accounting staff and the certified ESL assigned teacher to registration in order to determine if the child is eligible for testing. The parent is then advised by the school administrator monitoring the registration process.

2. If the child appears to require a bilingual setting and the school does not have the availability of a Transitional Bilingual Education (TBE) or Dual Language (DL) Program at the designated time due to the present enrollment of English Language Learners for two consecutive grades, the parent is advised. If a bilingual setting is the parent's preference, the parent is advised of neighboring schools, where a bilingual program for the grade is available provided that there is room for the child in the identified school(s) within the district. The parent is apprised that in the aforementioned case, the child may be eligible for a Metro Card at the school, however will not be eligible to receive Yellow School Bus Service to and from the school.

3. In addition, the parent is advised of the Office of Family and Youth Development (OFYD), where they can visit to seek more information regarding placement.

4. The parent is also advised that currently due to enrollment, PS 38 does not have a TBE program.

5. The parent is further advised that within 10 school days from the date of registration, the student will be tested on the LAB-R. If identified as an English Language Learner (ELL), the student will be placed in a Monolingual English Setting, should the parent desire for the child to remain at PS 38. The parent is also informed that the student will receive ESL services throughout the day in order to meet state mandates for English Language Learners.

6. Finally the parent is advised that if there are 15 students identified as ELLs, a bilingual class will be created within a specified time at the onset of the school year.

7. Finally, the parent is advised that an Orientation Meeting will be offered, where more specific information will be provided for them in order to select the best instructional setting for their child. At the parent orientation, the three models of bilingual education will be explained once again; Transitional Bilingual Education, Dual Language, and English As A Second Language (ESL).

If a child is registered for the first time at PS 38/ Roberto Clemente during the school year but has attended a NYC Public School in the past, the child exam history will be sought using the SBIO feature on the NYCDOE ATS. In addition, upon obtaining the student's NYCDOE identification number (OSIS#), an administrator will check into the CAP System to determine if the student is eligible for Special Education Services such as Speech and Language, Special Education Teacher Support Services (SETSS), Occupational Therapy etc. At this time of particular interest, is the instructional program that the student was enrolled at prior to coming to PS 38 as well as the NYSESLAT results. The parent is apprised of the student's exam history obtained. The parent coordinator is available for Spanish translation, the dominant language of the community. A school administrator will review the information provided by the parent and archived on NYCDOE ATS in order to discuss the best instructional setting for the student.

1. An informal interview is conducted to initially determine if the child appears to require a bilingual setting and the school does not have the availability of a Transitional Bilingual Education (TBE) or Dual Language (DL) Program at the designated time due to the present enrollment of English Language Learners for two consecutive grades, the parent is advised. If a bilingual setting is the parent's preference, the parent is advised of neighboring schools, where a bilingual program for the grade is available provided that there is room for the child in the identified school(s) within the district. The parent is apprised that in the aforementioned case, the child may be eligible for a Metro Card at the school, however will not be eligible to receive Yellow School Bus Service to and from the school.

2. In addition, the parent is advised of the Office of Family and Youth Development (OFYD), where they can visit to seek more information regarding placement.

3. The parent is also advised that currently due to enrollment, PS 38 does not have a TBE program.

4. If identified as an English Language Learner (ELL), the parent is advised that the student will be placed in a Monolingual English Setting, should the parent desire for the child to remain at PS 38. The child will receive ESL Services throughout the day in order to meet

state requirements.

5. Finally the parent is advised that if there are 15 students identified as ELLs, a bilingual class will be created within a specified time at the onset of the school year.

6. Finally, the parent is advised that an Orientation Meeting will be offered, where more specific information will be provided for them in order to select the best instructional setting for their child.

Question # 2

Initially, at the onset of registration, where a bilingual setting may be implicated as the best instructional setting for the student, the parent is apprised of the available bilingual programs with the NYCDOE. The TBE Program features are described for the parent. The DL program features are also described for the parent. A parent survey of the instructional program of choice is provided for the parent selection of the program for their child. Flyers inviting the parent to an information meeting regarding Bilingual Education Program are distributed to all students that are identified as ELLs. An orientation meeting is held, where a video is shown depicting the features of the TBE, DL and ESL programs offered at NYCDOE schools. The orientation meeting is conducted within the first 15 days of school. In addition, the parent meeting will be repeated a second time offering an alternative time for parents to attend the meeting. The parent coordinator and ESL teacher will conduct outreach to parents reminding them of the importance in their attendance at the meeting. If a parent fails to attend, further phone outreach is conducted. Failure to communicate with the parent will result in a home visit by a family worker apprising the parent that a meeting has been scheduled to meet with the ESL teacher or a school administrator regarding his/her child's academic progress and instructional setting.

Question # 3

Parent Survey and Parent Choice Letters are distributed at the onset of parent choice for TBE,DL and Freestanding ESL Programs if they are changing schools. Parent choice Letters are completed at the completion of the identification process after registration. The original copy is placed in the student's cumulative folder and a copy is placed in a binder, which is kept in a file cabinet in the office. Continuation Letters are distributed to parents yearly at the onset of each school year. Continuation Letters are provided for parents based on the data noted on the NYSESLAT test results for the Spring prior to the school year. For example, the NYSESLAT Results for Spring 2010 will be used to determine eligibility for continuation of services for the September 2010-2011 school year. In addition, years of service will be considered for those students no longer eligible to receive services either because they have received 6 years of service and/or an IEP dictates that ESL services are no indicated. In the latter, these students will still be required to take the Spring 2011 NYSESLAT.

The parent coordinator and ESL teacher will conduct outreach to parents reminding them of the importance in their attendance at the orientation meeting. If a parent fails to attend and/or return the forms sent home, further phone outreach is conducted. Failure to communicate with the parent will result in a home visit by a family worker apprising the parent that a meeting has been scheduled to meet with the ESL teacher or a school administrator regarding his/her child's academic progress, continuation of ESL services and/or instructional setting.

Any parent, who fails to return the form signed indicating a program of choice, will result in a default into a TBE Program. The parent will be advised in writing and will be provided with information regarding TBE Programs in CSD#4 as well as OFYD contact.

Question # 4

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. The letter is sent home in the native languages identified via the HLIS and/or the NYCDOE's ATS. The Office of Translation provides translation services in languages such as Bengali and dialects of Africa that are indicated for PS 38. A Meeting is held to apprise parents of choice in Spanish and English. Where a translator is required, a SIPP will be generated to seek translation services from NYCDOE Approved Vendors.

- 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

Question #5

After reviewing Parent Survey, only 8 parents in Grades K-5 express an interest in a Bilingual instructional setting. 3 are students with an IEP, which require a Bilingual CTT setting and the Office of Student Placement is required to support the parent in this choice provided that the school is available and the seat as well. With the afore-mentioned and 'Accommodation'/'Awaiting' placement bilingual para will be provided for the student's academic support.

Most parents, who wish to have a bilingual program setting for their child(ren) are provided with information on how to seek those services. Most of the parents of students enrolled at PS 38 and eligible for services opt to continue with freestanding ESL services at PS 38.

Question #6

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. Three 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 two ELL students 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.

On parent surveys and parent choice letters, parents opt for a bilingual program as their first choice. However, PS 38 does not have 15 students in two consecutive grades to support a bilingual class. Parents are advised that given the proximity to the onset of the school year and the registered number of eligible students in two consecutive grades warranting a TBE class; one will be created to reflect this. Paste response to questions 1-6 here

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	38	Newcomers (ELLs receiving service 0-3 years)	21	Special Education	7
SIFE	0	ELLs receiving service 4-6 years	17	Long-Term (completed 6 years)	3

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	21	0	3	17	0	4	3	0	2	41
Total	21	0	3	17	0	4	3	0	2	41

Number of ELLs in a TBE program who are in alternate placement: 2

C. Home Language Breakdown and ELL Programs

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

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

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	0	4	10	9	5								31
Chinese	0	0	0	1	0	0								1
Russian	0	0	0	0	0	0								0
Bengali	2	0	1	1	0	1								5
Urdu	0	0	0	0	0	0								0
Arabic	0	0	0	0	0	0								0
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	2	1	2	0	0	0								5

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
TOTAL	7	1	7	12	9	6	0	0	0	0	0	0	0	42

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Programming and Scheduling Information

Question #1

Public School 38 currently offers a freestanding ESL Push In Model of Instruction. Each grade contains one general education class and one CTT Class. However there is a self contained Grade 3/ 4 bridge class with an ELL student. The students in each grade are heterogeneously grouped in classes, however a student, who demonstrates that he/she could benefit from a specialized teacher services at risk, the child is placed in the CTT class on the general education side of the class. The Push In Model requires that the ESL teacher push into classes and service students according to acquisition levels. A schedule to push into classes is created by an administrator and the ESL teacher based on NYSESLAT results. The ESL teacher may have one or two groups, where a Pull Out Model is utilized based on the students' ability to focus on the lesson and/or needs for language development.

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

Assessment Indicators:

- Never been to school
- At/near grade level goals in Native Language
- Below grade level expectations in the Native Language
- Little to no English

Program Support

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
- AIS Tier II Intervention during the school day
- Assign a 'Newcomer Buddy' to help the child during the school day with academics as well as socialization
- Testing Modifications

Upper Grades

SIFE Spanish/Language Other Than English

Assessment Indicators:

- Never been to school
- At/near grade level goals in Native Language
- Below grade level expectations in the Native Language
- Little to no English

Program Support

- 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 'Newcomer Buddy' 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

Assessment Indicators:

- 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

Program Support:

- 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 '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 interrupted schooling
- Parent Support Workshops
- Testing Modifications

Upper Grades SIFE Spanish/Language Other Than English

Assessment Indicators:

- 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 • 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 or Less Spanish/Language Other Than English

Assessment indicators:

- At/near grade level goals in Native Language, when applicable
- Below grade level expectations in the English Language

Program Support:

- 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

Assessment Indicators:

- Below grade level expectations in the Native and Second Language

Program support:

- 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
- 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

Assessment Indicators

- Below grade level expectations in the Native and Second Language
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

Assessment Indicators:

- At grade level goals in Native Language
- At/Exceeds grade level goals in Second Language
 - 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

Question # 2

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/ Math/ /Writing/ Social Studies/Science Instructional blocks.

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

Question # 3

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

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

Question # 4

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

Assessment Indicators:

- Never been to school
- At/near grade level goals in Native Language
- Below grade level expectations in the Native Language
- Little to no English

Program Support

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
- AIS Tier II Intervention during the school day
- Assign a 'Newcomer Buddy' to help the child during the school day with academics as well as socialization
- Testing Modifications

Upper Grades

SIFE Spanish/Language Other Than English

Assessment Indicators:

- Never been to school
- At/near grade level goals in Native Language
- Below grade level expectations in the Native Language
- Little to no English

Program Support

- 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 'Newcomer Buddy' 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

Assessment Indicators:

- 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

Program Support:

- 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 '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 interrupted schooling
- Parent Support Workshops
- Testing Modifications

Upper Grades SIFE Spanish/Language Other Than English

Assessment Indicators:

- 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 • 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 or Less Spanish/Language Other Than English

Assessment indicators:

- At/near grade level goals in Native Language, when applicable
- Below grade level expectations in the English Language

Program Support:

- 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

Assessment Indicators:

- Below grade level expectations in the Native and Second Language

Program support:

- 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

- 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

Assessment Indicators

- Below grade level expectations in the Native and Second Language 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

Assessment Indicators:

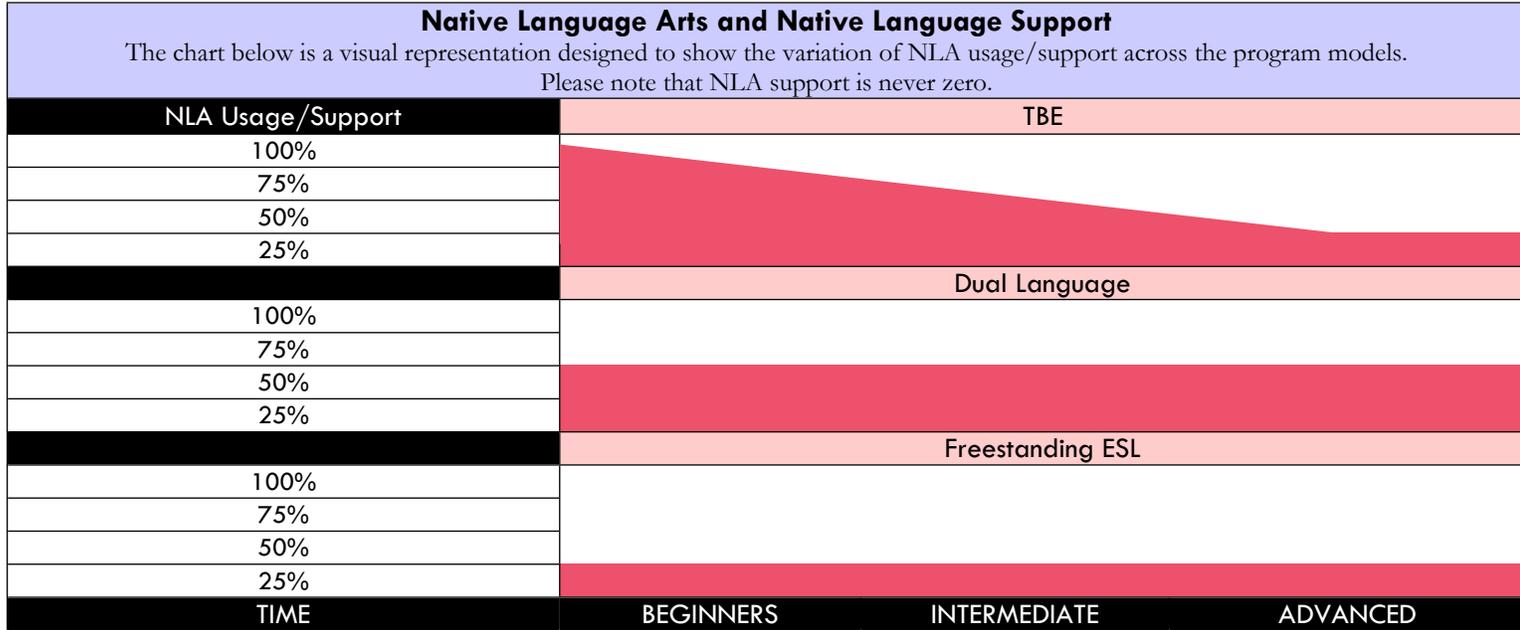
- At grade level goals in Native Language
- At/Exceeds grade level goals in Second Language
 - One more year of support ESL Services
- Mainstreaming for Literacy and/ or Math Instruction if applicable
- 90 Minute Literacy block Instruction in English
- 60- 75 Minutes of Math Instruction in English
- 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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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



B. Programming and Scheduling Information--Continued

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

Question # 5

Targeted interventions include a push in model for support of all ELLs in ELA and Math by an AIS teacher in addition to push in model support for ESL services. A pull out model of support is also established via Literacy Coaches. Literacy coaches will pull out for a 30 minute tutorial based on reading levels and specific skill in Reading and Writing during the instructional day in the targeted language; English. In addition, all ELLs are part of the 37 1/2 tutorial within their grades for small group instruction. Teacher of students in early childhood grades use Harcourt Brace Story Town Intervention kits for ELLs. In addition, Dibbles Beginning of the Year, Middle of the Year and End of the Year Benchmark assessments are used to determine progress in phonemic awareness, fluency, vocabulary and comprehension of the English Language. The students are assessed at various intervals of performance. Students scoring at benchmark levels are assessed every 4-6 weeks on targeted skills, strategic students are assessed monthly and intervention students are assessed every two weeks.

Upper grades follow a similar model. Below are some other resources used.

- 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

Question # 6

Students reaching proficiency are provided with one more year of ESL services at risk. Teacher create long, interim and short term goals for students in all content areas of instruction. In addition, students will continue to be grouped according to skill support. These students will be included in targeted pull out groups to support them in Reading and Writing. Title III funds will be used to support these youngsters as well with an enrichment program afterschool that serves to further develop Reading, Writing, Speaking and Listening.

Question #7

This year our ESL program will consist primarily of a push in model versus a pull out model of instruction. The ESL teacher may take children from one class into another in order to service targeted students.

Question # 8

PS 38 instructional program will not necessarily discontinue any program. We will not be utilizing a pull out model of instruction for ESL to

make way for a push in model. the pushin model will serve to provide support for ELL students embedded in the content of the instructional day in order to avoid having ELL students pull out and lose instructional time in the classroom.

Question #9

Contingent on availability of school funds, all ELL students will take part in Reading and Math After-school Programs. In addition, ELL students will take part in Sports and Arts afterschool Programs offering enrichment in sports such as soccer, basketball and tennis. They can have options to participate in computers, visual arts and dance. They are also offered to take part in homework assistance. during the school day, the ELL students take part in Music with Education Through Music. PS 38 also has just implemented a band in Grade 5. PS 38 also offers 4th and 5th grade ELL student participation in the PS 38 basketball team, which plays against other school teams in East Harlem.

Question # 10

Each classroom has a minimum of 2 computers. Upper grade teachers are beginning to use Smart Boards for instruction. Each class is provided with one prep weekly, where ELL students visit the Computer Room and receive instruction in Technology and Social Studies targeting research skills.

Question # 11

Native Language support is not provided at PS 38 , since the school currently does not have a bilingual program. However, the school library and classroom libraries offer some trade books in some targeted languages.

Question #12

Yes

Question # 13

Newly arrived students, whose native language is one other than English, who elect to remain at PS 38 are placed in a classroom when available where there is a child available who speaks the same or similar language. This allows to make the student feel more at ease in his/her new school setting. In addition, the child is assigned a buddy to help support the child. His/her parents are invited to remain with the child for a specified amount of time; especially if they have arrived into the US a very short time.

Question # 14

N/A

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

N/A

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

Question # 1

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

Question # 2

Support is provided for ELLs transitioning to Middle School include:

Assistance with Middle School applications, Orientation for Parents on the Middle School Option Process, Middle School Choice etc.

Question # 3

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

E. Parental Involvement

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

Paste response to questions 1-4 here

Question # 1

- Curriculum Night
- Curriculum Day

- Distribute Student Progress Reports in October, January and May.
- Report Cards will be distributed in November 2010 and March 2011.
- Promotion In Doubt Letters will be distributed in February 2011.
- Long Term Goal Setting Sheet
- Interim Goal Setting Sheet
- Short Term Goal Setting Sheet
- Monthly workshops supporting parents in developing and strengthening the parent/teacher relationship
- Monthly Workshops on supporting parents to support students at home in Reading, Writing and Math.
- Monthly workshops on supporting parents with students with disabilities.
- Monthly Parent Worksessions on :
 - ARIS as an informational tool
 - Computer technology and software to support their child's academic achievement
 - How to understand, interpret, and use data
 - English as a Second Language strategies and activities
 - What are the NYS ELA and NYS Math Assessments? What are the Core Standards
 - Test Preparation strategies and activities for the New York State ELA and Math Standards
 - Supporting their child's learning in ELA and Mathematics
- Benchmarks for supporting children to become better readers
- Good Homework Help tips
- Strategies that foster positive behavior at home and in school
- Establishing a strong home-school connection
- Becoming a parent volunteer
- Yearly and Monthly calendars sent home in Spanish and English
- Parent Manual in English and Spanish
- Parents will be invited to several special celebrations (literacy celebrations and publishing parties, monthly and music and theatre productions)
- School website www.PS38M.org

Question # 2

Museo del Barrio

Question # 3

Parental Involvement Activities and initiatives serve to support parents in supporting their children's academic, social and emotional development in order to foster increased student achievement.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	4	1	4	0	0	0								9

Intermediate(I)	0	0	1	7	3	2								13
Advanced (A)	0	0	2	5	6	4								17
Total	4	1	7	12	9	6	0	0	0	0	0	0	0	39

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Paste response to questions 1-6 here

Question # 1

ECLAS, Dibbles, Storytown, Fountas & Pinnell, TC

Question # 2

Data patterns demonstrate that as the students go up in grade the students advance to an Intermediate Level on the NYSESLAT. More emphasis and support is needed to develop Reading and Writing.

Question # 3 and 4

Student data is analyzed and used to inform support staff servicing the student during various times during the instructional day such as AIS during eh 37 1/2 minutes four times weekly, Push In support during Guided Reading and Writing, Guided Math, Pull Out Groups with the Literacy Coach(es). The Native Language is used only for those students with an IEP that indicates a Bilingual CTT setting and the child is in a Monolingual English CTT with a Bilingual Accommodation Paraprofessional. Here the concept is introduced in Spanish and then ESL strategies are used to transfer skills and develop English.

Question 5

N/A

Question # 6

Annual Measurable Achievement Outcome (AMAO) is determined for each student. The ESL teacher uses the current year's NYSESLAT results to calculate the AMAO by adding the scale scores for Reading/Writing and Listening and Speaking for a total score. This score is compared to the previous year's data for the NYSESLAT. A difference of 43 is considered adequate progress indicating that the current program demonstrates to meet the needs for the particular child whose data is being analyzed. A comparison of trends, where the students

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

	Other		
	Other		
	Other		
	Other		