



**THE GEORGE CROMWELL SCHOOL  
PUBLIC SCHOOL 38**

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

**SCHOOL: 31R038**  
**ADDRESS: 421 LINCOLN AVENUE**  
**STATEN ISLAND, NEW YORK 10306**  
**TELEPHONE: 718 351 1225**  
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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** P.S. 38      **SCHOOL NAME:** The George Cromwell School

**SCHOOL ADDRESS:** 421 Lincoln Ave. Staten Island N.Y. 10306

**SCHOOL TELEPHONE:** 718-351-1225      **FAX:** 718 979 2487

**SCHOOL CONTACT PERSON:** Nancy Murillo      **EMAIL ADDRESS:** \_\_\_\_\_

**POSITION/TITLE:** ASSISTANT PRINCIPAL      **PRINT/TYPE NAME:** NANCY MURILLO

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Gabriella Ilea

**PRINCIPAL:** Everlidys Robles

**UFT CHAPTER LEADER:** Diane Prendergast

**PARENTS' ASSOCIATION PRESIDENT:** Phyllis Ferreza

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

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 31      **CHILDREN FIRST NETWORK (CFN):** \_\_\_\_\_

**NETWORK LEADER:** Greg Jaenicke

**SUPERINTENDENT:** Armenia Claudio

## 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
<b>Everlidys Robles</b>	*Principal or Designee	
<b>Nancy Murillo</b>	* Assistant Principal	
<b>Diane Prendergast</b>	*UFT Chapter Designee	
<b>Phyllis Ferreza</b>	*PA/PTA President or Designated Co-President	
<b>Phyllis Ferreza</b>	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
<b>N/A</b>	DC 37 Representative, if applicable	
<b>N/A</b>	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
<b>N/A</b>	CBO Representative, if applicable	
<b>Mrs. Jennifer Cianciatta</b>	Parent Member	
<b>Jeannine Seery</b>	Parent Member	
<b>Ms. Gabriella Ilea</b>	SLT Chairperson/5 <sup>th</sup> Grade teacher	
<b>Mr. Rani soto</b>	5 <sup>th</sup> Grade Teacher	

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

\* Core (mandatory) SLT members.

### SECTION III: SCHOOL PROFILE

#### **Part A. Narrative Description**

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

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We envision P.S. 38 as a community of learners where all members, students, staff and parents are actively engaged in the educational process. Staff and parents focus on challenging students to strive to reach their individual goals. Students will develop decision-making, critical thinking skills and the ability to communicate effectively in oral and written language. All members of our school community will share accountability for creating a positive, supportive and emotionally safe environment.

Public School 38 is located in the Midland Beach area of Staten Island. This Pre-K through Grade 5 school serves an ethnically diverse population. The students are heterogeneously grouped within each grade and are supported by a pedagogical staff of 36 teachers and 13 paraprofessionals that deliver instruction to 392 students.

The Midland Beach Community, which surrounds our school, consists of families working to support themselves as well as raise their children. Many single parent families make up our school community and our poverty level has risen significantly. Many of our children have little or no previous school experiences and require a strong literacy environment with intense language experiences directly related to ongoing activities.

P.S. 38's primary goal is to create a nurturing, warm, emotionally safe culture that promotes a love for life long learning, risk taking and inquiry. Moreover, we promote a sense of security and community, recognizing that these elements are imperative in the development of a school that works and learns together. Additionally, our classroom settings, and the school community as a whole promote *The Principle's of Learning* with an emphasis on organizing for effort, accountable talk and academic rigor in a thinking curriculum.

In compliance with the Chancellor's Teaching and Learning Initiative, and the Department of Education Mandates, P.S. 38 implements a comprehensive balanced literacy approach in grades K-5. The implementation is Core Standard driven and includes but is not limited to daily read alouds, shared reading, independent reading, guided reading, literacy circles, phonemic/phonic awareness, word study and writing. The implementation of the ninety minute literacy block with an additional block of time for writing in grades K-5 supports the implementation of this balanced literacy approach. Additionally, integrated within the realm of this approach, are the scientifically research based dimensions in reading, phonemic/phonic awareness, fluency, comprehension, and vocabulary development.

Moreover, in continued compliance with the Chancellor's Teaching and Learning Initiative during the school year 2010-2011 EDM3 will continue to be implemented in grades K-5. Everyday Math 3, a program that originated from the University of Chicago, is a nationally recognized mathematics program that emphasizes problem solving, the use of manipulatives, and real world problems. Students develop an understanding of mathematics through the experimentation of ideas in the context of real world situations. The program is both developmental and comprehensive in scope and sequence with instructional goals to teach, practice, assess, remediate or extend skills taught. Monthly paced calendars are used to ensure continuity of instruction. Math journals are used for reflection and to promote meta-cognition. Based on evidence collected from teacher observation, inquiry work, informal and formal data, this year 4<sup>th</sup> grade will pilot Math Connects as a supplement to the EDM3 program to fill in the gaps noted. This program will be used with targeted students requiring additional practice in skills and strands that EDM3 does not offer and will be integrated into small group instruction based on need. It will also provide additional practice for any other students requiring additional support and will be woven into the extended day. Math Connects encompasses concentrated units with strands that are aligned to the standards and EDM3, with a focus on repetition of process and word problems that require higher order thinking skills and provide additional practice in those strands/skills.

In grades 3-5 New York State March to March Math Coach books are used to supplement the EDM3 program in lieu of Math Steps. Additionally, literature books that deal with mathematical concepts are integrated to increase math vocabulary and create awareness in students as to how mathematics is integrated into curriculum areas and into real life. To continue to support the efforts of the staff, select teachers will attend and turn key information obtained at district based ongoing data driven professional development that is closely aligned with New York City/ Core Curriculum standards.

The administration, Data Inquiry Team, School Leadership Team, and Instructional Team have organized for effort by providing the staff with a support mechanism that will continue to foster the staff's teaching and learning by providing them with differentiated professional development in and out of house that is closely aligned to their content knowledge base and needs. This ongoing professional development includes one on one conferences, classroom demonstrations, small focused study groups, conferences and inter and intra visitations. Common preps, grade meetings and faculty conferences are also used for planning, collaborating, developing units of study, and sharing best practices.

For the 2010-2011 school year, an SBO was approved and beginning in September, extended day will take place on Mondays and Tuesdays from 2:35-3:25 and the remainder of the required intervention time will be integrated into the school day in small targeted groups. Thus, teachers will be able to engage in 50 minutes of targeted grade level inquiry work every Wednesday after school from 2:35-3:45. Furthermore, in order to support teachers and struggling students within the structure of the classroom in grade 1, a Reading Recovery Teacher will work with the lowest performing and hardest to teach students in grade 1. These structures have been implemented to foster and support targeted small group math and guided reading instruction. To better support classroom instruction all related service personnel will push into classrooms the majority of the time to provide students with mandated services and align student needs to the curriculum within the framework of the National Core Standards.

The population of beginning English Language Learners has been steadily increasing and these students receive ESL instruction. Our full time certified ESL teacher works collaboratively to effectively address the needs of the English Language Learner. The home language survey, lab scores as well as teacher observations have been used to align ESL instruction according to the needs of the English Language Learner. In grades 3-5 our ESL teacher will push into classrooms to support and modify instruction for English language learners around what they are learning in class with a focus on writing (the area most difficult for students to attain proficiency on), and in grades K-2 students will be pulled out.

In our efforts to link home and school, our Parent Coordinator has worked diligently to engage parents in all levels of parent involvement. One percent of the school's Title One funds and one percent of the ARRA have been used to support our parent involvement program. The funds are used to purchase materials to be given at literacy and math workshops and to provide parents with cultural experiences that broaden their every day lives by exposing them to cultural institutions that promote learning and community awareness. Through a collaborative effort between the administration and teachers, a series of Parent Literacy, Math, etc., workshops will be implemented to introduce and familiarize parents with the curriculum, its expectations, and the Core Standards. Additionally, the workshops will provide parents with math manipulatives to support children's learning at home, picture books to support literacy and parenting books. Furthermore, our Parent as Learning Partners Program brings the parents directly into the school monthly to learn alongside their children. There is a monthly focus, math, science, social studies, art, word study, etc., this has allowed parents to become familiar with the curriculum and practices aligned to the workshop model.

P.S. 38 has embraced the inclusion program and is currently providing a sound mainstream program for 5 children from District 75. The children are currently enrolled in our first, second, and fifth grade classes. This coming school year our Collaborative Team Teaching classes will be in grades 1-5. These classes allow for the integration of children with special needs and mainstream children. They are taught collaboratively with two teachers in the classrooms. P.S. 38 is also the home of two 12:1:1 (a ½ class and Kindergarten) classes serving a total of 24 students. Additionally, I have a CTT Cluster teacher. The overall instructional program for special education students parallels that of the general education population. Although the IEP mandates for each student are followed, special education students are held to the same standards and thus participate in a rigorous balanced curriculum with equal access to technology and all special programs. In order to ensure the same curriculum and instructional practices, teachers participate in the same professional development and curriculum development and are held to the same expectations as all other teachers.

Response to Intervention is an area we will continue to grow and refine in the 2010-2011 school year. We will continue to provide teachers and paras with professional development that will be turn-keyed to staff for building-wide integration of good practices and strategies for intervention in three tiers: classroom differentiation, extended day intervention, and targeted small group intervention.

During the 2008-2009 school year we established a Partnership with Studio in a School and had an in-house visual arts resident 3 days a week. The Early Childhood Program for grades K-1 and the Special Program were aligned to the BLUEPRINT for the Arts. This program was integrated within the curriculum and supported the initiatives of the curriculum K-5. It also included a professional development piece for both staff and parents. Due to budgetary constraints, in the 2009-2010 school year, this resident worked with our Pre-kindergarten and other classes once a week to provide a hands-on visual arts segment rich in language and a variety of mediums. Additionally we had a full time Visual Arts cluster teacher servicing grades K-5. Due to budgetary constraints, this 2010-2011 school year, we will only have a full time Visual Arts cluster teacher servicing grades K-5.

**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				
<b>School Name:</b>	P.S. 38			
<b>District:</b>	31	<b>DBN #:</b>		<b>School BEDS Code:</b> *****

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input checked="" type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	25	34	19		93.5	94.4	93.5		
Kindergarten	49	46	66						
Grade 1	61	61	56	<b>Student Stability: % of Enrollment</b>					
Grade 2	59	62	64	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	53	70	59		94.3	93.7			
Grade 4	53	70	66						
Grade 5	65	59	73	<b>Poverty Rate: % of Enrollment</b>					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					62.4	60.1	71.4		
Grade 8									
Grade 9				<b>Students in Temporary Housing: Total Number</b>					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					3	9			
Grade 12									
Ungraded				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	378	390	405		1	3	6		

## DEMOGRAPHICS

DEMOGRAPHICS							
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10
Number in Self-Contained Classes	19	19	22	Principal Suspensions	8	10	12
No. in Collaborative Team Teaching (CTT) Classes	45	44	41	Superintendent Suspensions	2	2	2
Number all others	22	18	23				
<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
<b>(BESIS Survey)</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	n/a	n/a	n/a
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	n/a	n/a	n/a
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	50	56	61	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	1	1	5	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	35	34	33
				Number of Administrators and Other Professionals	11	12	6
<b>Overage Students: # entering students overage for grade</b>				Number of Educational Paraprofessionals	13	13	12
(As of October 31)	2007-08	2008-09	2009-10				
	0	0					
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	11	100
American Indian or Alaska Native	0	0	0	Percent more than two years teaching in this school	80	82.4	
Black or African American	4.5	5.1		Percent more than five years teaching anywhere	71.4	70.6	
Hispanic or Latino	24.3	23.8		Percent Masters Degree or higher	91	94	
Asian or Native Hawaiian/Other Pacific Isl.	5%	4.4		Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	92.3	97.4	
White	66.1	65.4					
Multi-racial	0	0					
<b>Male</b>	52.4	50.3					
<b>Female</b>	47.6	49.7					

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> Nox <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	

Overall NCLB/SED Accountability Status 2009-10				
Differentiated Accountability Phase (Check <input checked="" type="checkbox"/> )	Category (Check <input checked="" type="checkbox"/> )			
	Basic	Focused	Comprehensive	
In Good Standing (IGS)	<input checked="" type="checkbox"/>			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

  

Individual Subject/Area Outcomes	Elementary/Middle Level ( <input checked="" type="checkbox"/> )		Secondary Level ( <input checked="" type="checkbox"/> )	
	ELA:	<input checked="" type="checkbox"/>	ELA:	
	Math:	<input checked="" type="checkbox"/>	Math:	
	Science:	<input checked="" type="checkbox"/>	Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-				
Multiracial							
<b>Other Groups</b>							
Students with Disabilities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					
Limited English Proficient	-	-	-				
Economically Disadvantaged	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>Student groups making AYP in each subject</b>	5	5	1				
<b>Key: AYP Status</b>							
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only		
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status				
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i> <i>*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</i> <i>**<a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a></i>							

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

<b>Progress Report Results – 2009-2010</b>		<b>Quality Review Results – 2009-2010</b>	
<b>Overall Letter Grade</b>	B	<b>Overall Evaluation:</b>	n/a
<b>Overall Score</b>	49.6	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	n/a
School Environment (Comprises 15% of the Overall Score)	5.9	Quality Statement 2: Plan and Set Goals	n/a
School Performance (Comprises 25% of the Overall Score)	8.1	Quality Statement 3: Align Instructional Strategy to Goals	n/a
Student Progress (Comprises 60% of the Overall Score)	31.1	Quality Statement 4: Align Capacity Building to Goals	n/a
Additional Credit	4.5	Quality Statement 5: Monitor and Revise	n/a
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

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

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

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

P.S. 38 conducted a needs assessment to evaluate the core elements of our reading program. We evaluated the approaches, materials, and activities we are currently using to determine the extent to which they are currently aligned with research recommendations. It was found that our literacy program is research based and has the following components: Phonemic/Phonic Awareness, word recognition, background knowledge and vocabulary, fluency, comprehension and motivation to read. The needs assessment determined that the school's Core Reading Program is Evidence Based to ensure that students achieve English Language Arts Core Standards and to ensure that all children will be reading independently and well by the end of third grade so that they can read to learn and continue to develop literate lives in grades 3-5.

P.S. 38 as a School Wide community K-5, has individualized, refined, and developed/adapted the Balanced Literacy Reading Workshop model, primarily through our partnership and collaboration with Teacher's College, Columbia University. Through intense, progressive, ongoing curriculum mapping sessions, reading and comprehension skills/strategies are scaffold across the grades. Staff continuously meets at grade level meetings, during preps, curriculum mapping sessions, grade level inquiry, faculty conferences, data meetings, etc, to revise and individualize instruction based on individual student and class needs as evidenced by hard and soft data.

### TCRWP SEPTEMBER READING DATA 2010- 2011

<b>Grade:</b>	<b>Below Standard Level 1</b>	<b>Meeting Basic Standard Level 2</b>	<b>Meeting /Exceeding Proficiency Standard-Levels 3/4</b>
<b>Kindergarten</b>	N/A	N/A	N/A
<b>First Grade</b>	17	13	33
<b>Second Grade</b>	5	4	41
<b>Third Grade</b>	4	15	40
<b>Fourth Grade</b>	12	22	24
<b>Fifth Grade</b>	8	28	31
<b>Total</b>	<b>46</b>	<b>82</b>	<b>169</b>

As per Current September 2010 TCRWP data, 46 children grades K thru 5 do not meet the benchmark in reading and are reading below standard. These students will be provided intense targeted, skill and strategy driven intervention and differentiation within classroom settings and during extended day, and will be closely monitored for progress and increase in student performance. This September data does not reflect kindergarten as they are only expected developmentally at this time of the year to engage in shared reading, concepts of print, and exposure to emergent story books. They will be assessed with the benchmarks again in November however, according to the TCRWP benchmarks, are not expected to read an A/B until they are assessed in March. Along with the implementation of Common Core Standards, our goal and instructional drive is that Kindergarten students achieve levels A/B no later than December/January which will provide ample time to support children so that they can attain a level D/E by June and meet proficiency standard. Additionally, of the 46 students currently performing below standard, six first and three second graders are in 12:1:1 settings and are only expected to meet performance indicators as indicated on their IEPs. Of P.S. 38's 391 students, 82 grades K-5 are now meeting basic standard. 104 are meeting proficiency standard, and 65 are exceeding proficiency standard for a total of 169 students meeting or exceeding proficiency standards grades K-5. 95 of these 140 students meeting/exceeding are in grades 3-5 alone. Because it is so early in the school year we interpret this data as promising in regards to our goal to increase student performance in ELA and for each child to grow at least two reading levels.

The implications for instruction are that all students performing below and meeting basic standard will be targeted both in class and during extended day. Children in grade one in the lowest quartile will be targeted for Reading Recovery. This intensive one to one program will ensure that these students develop the necessary skills and strategies that will enable them to function within the average band of the class within a time frame of 12-20 weeks.

In addition to classroom teachers monitoring all student progress and differentiating instruction (Response to Intervention and targeted inquiry work), children will receive intensive small group literacy intervention during the school day as well as those targeted during the 37 ½ minutes. Teachers will continue to be trained and apply skills and strategies learned in Response to Intervention to assure classroom differentiation that is individualized based on data, students' needs, and is aligned to the Core Standards. All teachers will engage in targeted small group intervention. Through differentiated instruction that is closely aligned to their needs, as well as close articulation between support staff and administration, these children will attain the proficiency level they need to succeed in reading and writing. The Intervention will include but not be limited to: Phonemic/Phonic Awareness, fluency, comprehension and vocabulary development. Through a variety of methods, reading and writing "to- with-and-by" children (balanced approach), the students will attain the proficiency levels that will meet the TCRWP benchmarks. In addition to on-going assessments, such as the use of running records used to monitor closely the progress of these students, the School Assessment Team meets monthly and the School Data Inquiry Team meets monthly to ensure that strategies and skills aligned to data are being used to address the needs of these students. Students meeting/exceeding proficiency standard in reading will be challenged to develop a more analytical lens that is opinion based, argumentative, and requires them to use the seven essential reading skills. Through differentiated performance tasks in reading and writing, students will learn to read across bands of books on different text gradients and respond and elaborate in a variety of ways to evidence higher order thinking skills and comprehension. Additionally, all students will develop a repertoire of strategies for reading and comprehending a variety of genres, and will be able to distinguish between the characteristics of those various genres.

TCRWP Data also shows that by June of last year, 275 students met or exceeded the benchmark in reading and this is a testament to the Balanced Literacy Program and the strength of our day program intervention services. This program totally immerses children in reading and writing and combines the necessary fundamental skills within the context of its program and across all content areas, to ensure its success. These children will continue to engage in Book Clubs, Literacy Circles, and Poetry Circles and the Writing Process. Moreover, they will apply their skills in computer programs and research based projects across content areas that will continue to develop them as well versed readers and writers for the 21<sup>st</sup> century. The fact that the school is small enough to program common preps is of advantage to our school community. Common preps are used to examine data, student work, plan continuously, articulate, share best practices and turn key TC and City Wide information that is administrative as well as instructional.

Additionally, last year all faculty conferences, and 1-2 periods a month were dedicated to targeted grade level inquiry work in which teachers selected 5 at-risk students in a focus area to analyze and monitor in order to increase their student performance and achievement. Teachers created grade and individual class plans of action to address student needs. As per the approval of our extended day SBO, for this 2010-2011 school year, targeted grade level inquiry work will continue every Wednesday afternoon from 2:35-3:25 for an increased total of 4 times a month (compared to 1 time a month), further enabling us to build capacity, grow this effort, and refine our practice in supporting students in need of additional support to promote student performance and achievement.

Within the P.S. 38 community, collaborative work by the Inquiry Team, the Instructional Team, Leadership Team, School Assessment Team, and close articulation among staff provides accurate identification of children placed within our CTT classrooms. This early intervention has fine tuned our referral process and has allowed us to identify those students

in need of a more restrictive setting much earlier, ensuring the appropriate placement of students. For initial placement of students it is essential that the screening/evaluation process by which CTT students are selected and placed by OSEPO needs to be refined. Otherwise, we are defeating the fundamental purpose of why these classes/ programs were designed.

The continued work of our School Data Inquiry Team embraces a school wide system for assessing children regularly. Our Inquiry Team assists the entire school community in utilizing and analyzing a variety of hard and soft data, understanding trends and patterns in student achievement, and creating plans of action for teachers to modify, differentiate, and refine their own practice. The team meets monthly and since it's inception, has expanded to include a fourth grade teacher, 5<sup>th</sup> Grade teacher, and IEP coach. Currently we are recruiting two more teachers (2<sup>nd</sup> grade CTT) and Speech teacher to have a balance of representation on our team with feedback from upper and lower grades, support staff, administration and special education.

Together, we have developed a building-wide systemic approach for application of a variety of assessments, data entry, and developing an analytical lens to drive instruction (Acuity, ARIS, TCRWP Assessments, Narrative Assessment Tool for Writing, EDM, etc.)

The team has helped us develop a rigorous plan for what we want intervention to look like in both math and reading and we have developed a sophisticated lens with common goals and threads throughout the building. September is launched with data collected and analyzed from the previous year. Specific skill based groups are formed for extended day, enrichment groups, targeted, and subgroups. Teachers monitor students in their classrooms and are responsible for differentiating instruction to all students. We utilize the Teacher's College Reading Writing Project Assessments building wide, inclusive of the Narrative Assessment Continuum for Writing. Grades K-2 use the TCRWP ECLAS Variation strands to determine needs and group students for differentiated instruction in reading.

Our school also uses the Every Day Math program with manipulatives and math games. However, the inquiry team discovered the EDM program had tremendous gaps and not enough opportunity for application and practice. As a result, we supplement it with other references for additional practice such as Coach Books for grades 3 thru 5, and other materials and resources that supplement the EDM strands. We also use Math Steps for grades K-2. As mentioned previously, based on evidence collected from teacher observation, inquiry work, informal and formal data, this year 4<sup>th</sup> grade will also pilot Math Connects as a supplement to the EDM3 program to fill in the gaps noted. This program will be used with targeted students requiring additional practice in skills and strands that EDM3 does not offer and will be integrated into small group instruction based on need. It will also provide additional practice for any other students requiring additional support and will be woven into the extended day. Math Connects encompasses concentrated units with strands that are aligned to the standards and EDM3, with a focus on repetition of process and word problems that require higher order thinking skills and provide additional practice in those strands/skills. Piloting this program in the 4<sup>th</sup> grade will serve as action research.

To closely monitor student needs and performance in math this year the inquiry team will collect and analyze all second grade EDM unit tests as early intervention to determine, target, and address basic math skills students need before they enter a testing grade. We will work collaboratively to devise plans of action to support individual needs, address patterns/trends in performance, and point people on the team will assist and articulate with grades during grade level inquiry time. Additionally, designated teachers attending District Math workshops to align math practice to the Common Core Standards, will turnkey information attained with the rest of the staff.

Assessment and differentiated instruction continues to be the driving force of growing student performance and achievement at P.S. 38 for the 2010-2011 school year. We launch the year with the previous year's data and teachers reassess their students in early September and reconfigure groups accordingly. Assessment is ongoing and all groups are fluid. During our monthly School Assessment Team meetings we discuss the progress of all students being serviced and modify support if warranted.

The Data Inquiry Team diligently spends every meeting carefully examining data and making data driven decisions that impact the entire instructional program. As a result of this team we are able to articulate collaboratively with grade level inquiry teams, the reading/writing/math needs of our targeted students. The School Inquiry Team has tremendously contributed to the revision and reshaping of our extended day program to meet the instructional needs of students at risk and in need of enrichment. Teachers skillfully target students based on need and level and specific skill/strategy/leveled small groups are designed. It is through this rigorous, data-based approach that teachers successfully set, monitor, and achieve individual student goals and performance is increased.

Moreover, the school Inquiry Team noted that of the advanced ELL students that did not pass the NYSESLAT, most did not achieve proficiency in writing. In response to this, our ESL program will support grades 3-5 with a push-in model supporting their learning in the classroom, and all K-2 students are pulled together in the ESL Lab for intense instruction around developing oral language receptively and expressively to communicate. There will be a strong drive for writing workshop and writing about reading with all ELLs. A Title III program will take place for 20 sessions after school in which grades 1-2 ELLs will be invited to take part in language enrichment activities provided by Marquis studios. Grades 3-5 ELLs will also be invited to attend 20 sessions focusing on writing workshop through a creative, motivating, fun approach.

Over the past two years, the School Inquiry Team has seen effective changes in school culture and practice. We have expanded our team and have built capacity by launching grade level inquiry teams that target small groups, monitor and revise student's progress, and provide and create effective strategic lessons that meet their student's needs. Teachers continue to use a variety of soft and hard data to differentiate instruction in the classroom and target students who need intervention with additional conferencing, small group instruction, and one to one instruction specific to skills and strategies in need. Informed effective discussions, planning at grade level meetings, professional development, continued support from the instructional A.P., ISC math support/workshops, and providing teachers with several common preps to plan as a grade, continue to facilitate this effort. The insight we have gained from our Special Ed. CTT teacher allowed us to pilot several action research investigations to better service IEP students and allowed teachers to apply modifications across content areas. All findings continue to be articulated to our School Leadership Team, School Assessment Team, Instructional Team, and our parent constituents.

Beginning September 2010 to aide the roll out of the Core Curriculum Standards, we will further expand the focus of our School Inquiry Team to two major areas:

1. Targeted inquiry work on the National Core Curriculum Standards.
2. Targeted inquiry work in Content Areas and Integration of Informational Text and Performance Tasks.

The School Inquiry Team will spearhead the rollout of these Core Standards. One teacher and the Assistant Principal attended District Summer Core Standard training and will continue to attend these sessions through out the year to turnkey information to the rest of the staff during professional development in order to roll this out systematically and enhance our teacher team's inquiry work school-wide. Additionally, Select teachers will attend specific content area Core Standard workshops (Math, ESL, etc.) and turn-key information for the rest of the staff. Our goal is to work collaboratively to align our school's current curriculum with the Common Core Curriculum Standards and create performance tasks aligned to the Common Core standards.

### **Analysis of Data and Implications:**

P.S. 38 obtained a solid B on the 2009-2010 School Progress Report. We did not have a quality Review this year.

### **ELA:**

The 2009-2010 ELA data indicated that 56.2% of our students performed at levels 3 and 4 combined, compared to 80% in 2008-2009, indicating a 23.8% drop in student performance. The median proficiency rate was 3.06% compared to 3.33 in 2008-2009, a .27 % decline. We contribute this drop in student performance to the change in student cut scores implemented by the State this year. The State dramatically changed the way the test was graded and now holds students to a considerably higher bar compared to previous years. As a result, students who may have earned a 3 last year at P.S. 38 obtaining proficiency, this year may have only earned a 2. The implementation of the tougher grading system resulted in a significant drop throughout the City. Thus, the impact and significant drop in student performance on our progress report this year.

In contrast to the drop in student performance, student progress shows our median growth percentile for our school's lowest third at 72.0% compared to .52% in 2008-2009, indicating 71.48% growth in progress of students in lowest third. Though the data demonstrates a significant drop in student performance, it clearly indicates that our lowest third made very significant gains in student progress.

## **Math:**

In Math the percentage of students at proficiency levels 3 and 4 combined was 68.7% compared to 86.6% in 2008-2009, indicating a 17.9% drop in student performance. The median proficiency rate was 3.43% compared to 3.66% in 2008-2009, a .23% decline. Again, we contribute this drop in student performance to the change in student cut scores implemented by the State this year.

In contrast to the drop in student performance in Math, student progress in Math shows our median growth percentile for our school's lowest third at 78.5% compared to .44% 2008-2009, indicating 78.06% growth in progress of students in lowest third. Though the data demonstrates a significant drop in student performance in Math, it clearly indicates that our lowest third made very significant gains in student progress.

## **Bridging the Achievement Gap:**

Additionally, as a result of specific skill and strategy based targeted instruction, differentiation, Inquiry, and Response to Intervention, we earned 4.5 points of additional credit for Closing the Achievement Gap with our lowest third, special education, and English Language Learner Students, a testament of the rigorous practice at P.S. 38.

## **School Initiatives for 2010-2011:**

Despite the overall drop in student performance, upon analyzing and comparing student's 2009-2010 raw scores to raw scores obtained last year, our School Inquiry Team found that students sustained themselves and generally earned ELA and Math scores that were consistent, and even some times better, than last year's.

This year the State has adopted new National Common Core Standards which will introduce more writing, problem solving, and critical thinking and help teachers better connect learning across different subject areas and grade levels. As a school-wide initiative, both the School Inquiry Team and all teachers during grade level Inquiry meetings will continue to work diligently to analyze State Exam results and make the appropriate adjustments to our curriculum and supports for students so that they can reach and eventually exceed the higher standards as set forth by the State.

Student performance is our goal with a focus on differentiating and targeting students more effectively in all settings.

We will continue our *School-Wide Reading Comprehension Initiative* with a focus on integrating more informational texts across the curriculum in a variety of genres. Students will all carry home in their independent reading baggies, both books they can read independently and will now add 1 or 2 books on their instructional level and informational texts in a variety of genres to achieve their reading goals. Information will continue to be shared building wide at a variety of forums and a series of parent workshops will be designed and implemented to inform, assist parents, and give them ideas for how they can play an active role.

Already we have implemented our first in a series of informative hands-on reading workshops for parents, grades K-2 and 3-5. Additionally, our monthly Parents as Learning Partners sessions will continue to provide parents with opportunities to observe and engage in learning in their child's class around a specific focus.

Sustaining and increasing scores is dependent of many variables, as evidenced by the negative impact the raise in cut scores this year had on student performance City-Wide. Although it is evident that we made significant gains in student progress, student performance did drop significantly. As a result of this decline our school focus for the 2010-2011 school year will be to raise student performance in both ELA and Math. We will continue to drive Reading Comprehension with a strong emphasis on the following reading skills: **Monitoring for meaning, questioning, background knowledge, visualization, determining importance, inferring, summarizing and synthesizing.** This is based on our observation of student's analytical and evaluative thinking, and their need to improve in this area. Through continued focused inquiry on the use of data and intensive remediation we continue to address the needs of the students scoring at levels 1 and 2.

Upon further analyzing Math data, the following initiatives are being implemented. Through inquiry, using the items analysis we noted the following items have to be emphasized: measurement and estimation, geometry, equivalent fractions, division with remainders and computation and operational methods. The implications are clear, the students need to master basic fundamental math skills and develop strategies to problem solve. The data inquiry team and teachers at grade inquiry meetings used the standardized scores combined with the Predictive and ITA's to group students for intensive math intervention which will take place during extended day and in all classroom settings through differentiated instruction and strategic skill based small group work. Based on data, their needs will be addressed with ongoing and consistent data driven support. Growth in ELA Progress is attributed to our Saturday Math Academy, which will be elaborated upon below. Through action research we will further enhance and inform our Math intervention and differentiation in math classroom instruction. As mentioned previously, based on evidence collected from teacher observation, inquiry work, informal and formal data, this year 4<sup>th</sup> grade will also pilot Math Connects as a supplement to the EDM3 program to fill in the gaps noted. This program will be used with targeted students requiring additional practice in skills and strands that EDM3 does not offer and will be integrated into small group instruction based on need. It will also provide additional practice for any other students requiring additional support and will be woven into the extended day. Math Connects encompasses concentrated units with strands that are aligned to the standards and EDM3, with a focus on repetition of process and word problems that require higher order thinking skills and provide additional practice in those strands/skills. Piloting this program in the 4<sup>th</sup> grade will serve as action research.

To closely monitor student needs and performance in math this year the inquiry team will collect and analyze all second grade EDM unit tests as early intervention to determine, target, and address basic math skills students need before they enter a testing grade. We will work collaboratively to devise plans of action to support individual needs, address patterns/trends in performance, and point people on the team will assist and articulate with grades during grade level inquiry time. Additionally, designated teachers attending District Math workshops to align math practice to the Common Core Standards, will turnkey information attained with the rest of the staff.

Growth in Math Progress is attributed to our Saturday Math Academy, which will be elaborated upon below.

## Aides/ Barriers to Our School's Instructional Improvement:

What continues to hinder the schools continuous improvement are the following:

- Funding: P.S. 38 is considered an over funded school, yet we are a Title One School
- Student Attendance
- Transient population
- Limited space
- Scheduling of Professional Development
- Interference of semantics and interpretation in UFT contract
- Antiquated infrastructure
- Parent Accountability
- Functional illiterate parents
- Parents foreign to nuances in teaching and learning today
- Overwhelming amount of testing

Although we have made great strides, it has not been easy to meet the challenge of refinement in our teaching and learning community. After studying the historical trends and patterns of attendance and noting how transient our population has always been, the inquiry team learned that in order to promote student achievement, we had to improve student attendance and parent awareness and involvement. Despite those barriers we continued to search for ways to address the hurdles. We implemented a few initiatives that are still a work in progress but have shown success. For example, the attendance campaign is aggressive and has contributed to raising our yearly attendance rate from a historical 92.2% to a 93.5% this year. We also continue to sustain a number of initiatives to include and educate parents such as, reading volunteers, fundraising, workshops, celebrations, PTA functions, round table conferences, trips, Curriculum Open Houses, Cromwell café, Plant sale, Evening with an Author, Title III Program celebrations, Talent Show, Annual Kickball Game, The Bread of Life drive, Student of the month, Community Art Day, Enrichment Club culminating activities, Learning Leaders, and our most successful monthly curricular sessions, *Parents As Learning Partners*. *Parents As Learning Partners* has grown in participation and interest and it has enabled parents to better understand the curriculum, expectations and it has afforded us the opportunity to share with parents suggestions of how they can support the work we do at home.

The 2009-2010 school year afforded us the opportunity to implement a free UAU after school program we titled Project S.M.A.R.T.S., as a result of being awarded a Century 21 Grant. This program will continue to be open to 150 students based on application to the program and has been designed with enrichment in mind. The program will give students an opportunity to engage in the following enrichment clubs provided by outside residents: music provided by Music 144, Dance provided by Marquise Studios, Visual Arts provided by Studio in a School, and we are awaiting a resident who will run a Robotics Program. For the 2010-2011 school year we will also be adding Metro Soccer and the Mighty Milers Program by the N.Y. Road Runners Club, and the Teddy Atlas League boys basket ball team will this year for the first time be an integrated boys/girls team.

Additionally, our own teachers who work the after school program will have groups focusing on language rich inquiry-based, hands on learning such as: A sports group, Recreational Games with a history, Chess, Visual Arts learning about and studying a few artists' techniques, Cooking with Math, Dance, and Chorus. One hour will be devoted to homework help and is incorporated into the program daily. Children also engage in 20-30

minutes of silent sustained reading to support our reading initiative and further develop their reading lives. All cycles of enrichment and residencies will have a culminating activity.

Our traditional and very successful Saturday Test-Prep Academy focuses on the development of test-taking strategies, reading stamina, math process, and vocabulary related to the content area. The duration of the Saturday Test Prep Program will be 21 sessions beginning in November thru May 2011. Our Saturday Math/ Reading Academy improved the foundational skills that contributed to the significant gains in student progress. This is a program that has proven successful in promoting student achievement. The purpose of this Academy is to expose the students to the kind of reading and math work they will encounter on the state ELA and Math exams. It will expose them to the types of questions that will be asked, the process of elimination, problem solving and reasoning strategies, and how to best respond to questions in writing. It will also help them continue to develop the stamina they will need on both exams. Based on State Test Results and by popular parental demand, we continue to sustain our Test Prep Academy.

There is a need to continue to provide in depth professional development to meet the needs of new faculty and to further ensure that all teachers continue to deepen their knowledge about effective teaching practices in *literacy, math and ESL*, Response to Intervention, and the implementation of the National Core Standards. It is important to ensure that teachers continue to broaden and deepen their knowledge of all the components of an evidence-based reading / math and ESL- inclusive of methods and approaches that best meet the needs of second language learners. The professional development must reflect an understanding of the New York State / New York City and National Core Standards. The teachers must be knowledgeable in the teaching of phonemic/phonics awareness, fluency, guided reading, independent reading, shared reading instruction, text comprehension instruction and word study/vocabulary instruction to ensure that all students achieve at high levels of literacy. Within the components of our instructional program the seven elements of reading will continue to be integrated. Students will learn that good readers always orchestrate the following skills: *The use prior knowledge, inference, envisionment, determining importance, synthesis, interpretation, and evaluation*. There will also be a new emphasis on the integration of grammar and content area vocabulary development. In math the students must be able to understand math concepts and strands and the teachers must differentiate instruction based on student performance in order for students to make gains. We want to ensure that the teachers can provide our students with optimal instruction aligned to the National Core Standards that will meet the individual needs of all students and improve student achievement in reading, math and across all content areas.

Although the majority of our students are meeting basic standard, a specific concern is to raise our level 3s to level 4s, sustain our level 4s, and overall make gains in student performance. It is evident that most of the students scoring at these levels in literacy are combined in regard to ethnicity and subgroups. We noted on the items analysis that high order thinking needs to improve. As a result *Reading with an emphasis on Comprehension* continues to be a school wide initiative.

Reading comprehension is a focus throughout the entire school community. Though we recognize how very broad this is, the seven elements of reading are being driven through the read aloud, the work assigned to students, and the ongoing monitoring of their reading through the use of the TCRWP Assessment, teacher conference notes, and the use of post-its as a mini-assessment of read aloud. We also recognize that our early childhood program is very strong, the majority of our students move up the grades with a strong foundation. There is an emphasis on further developing comprehension skills during read aloud, shared reading, and guided reading. What we need to do better is teach them how to use their skills to *read to learn*. Through the professional development services of Teacher's College the

teachers are refining their practice by learning how to use the read aloud to foster and develop high order thinking skills. Every student also participates in an additional period of reading workshop which encompasses a “to, with, and by,” approach to teaching and learning. Each new lesson scaffolds upon previously learned material and has a clear and explicit teaching point which is modeled and demonstrated by the teacher. Students are actively engaged in the skill and then guided towards independent practice as the teacher conferences with small groups based on similar need, or one to one if need be. Effective Response to Intervention strategies will be implemented and will also be a school wide initiative for the 2010-2011 school year.

Another area of concern is our growing number of English Language learners. We now have **61 ELLs** in need of language and instructional support. Through the blending of funds, PCEN, Part 154 and Title One funds a full time ESL position was created. Title III Funds will be used to purchase materials a variety of language rich materials inclusive of multi language picture books to support the native language of our students that will support the program and facilitate student learning. This year we will have a Title III program in which grades 1 and 2 will be invited to partake in language rich activities provided by Marquis Studios and grades 3-5 we be invited to participate in a very motivating, hands-on, fun approach to writing workshop with a focus on Narrative writing. The sessions will be for 20 Fridays for 2 hours each session. Additionally, all ELLs will be given the opportunity to participate in our after school enrichment clubs offered through UAU/Project S.M.A.R.T.S. This is inclusive of our Saturday Test Prep Academy which has contributed significantly to the rise in student proficiency levels. This enrichment will provide students with language development opportunities that will continue to develop the academic language necessary to achieve in reading and math.

The thrust of the instructional program will be to continue to improve reading, writing and math instruction and learning for all students in grades K-5. This will be done through a variety of activities delineated in the action plans where specific activities are listed to improve achievement for all students including ELL’s and Special Education students.

Our goal is that through the co-mingling of funds we will be able to vest in enhancing our standards driven early intervention program, *Reading Recovery*. This program will continue to target children entering first grade who are performing at levels one and two. The program will address the needs of students not meeting the TCRWP benchmarks. Ongoing assessment will be used to assess student strengths, the effectiveness of the instructional approaches and appropriate texts for students. We will use performance based assessments, pupil conferences, writing assessments and rubrics and exemplars. Rubrics and exemplars will be used to help children learn to monitor and assess their own work. Furthermore, for grades 3-5 the 37 ½ minutes will be utilized to support the needs of students identified as needing support in reading and writing and math.

We will continue using Leveled Library Intervention Program (LLI) with our lowest performing second graders who need additional support. This will take place during the 37 1/2 minutes after school with one teacher. Students have already been identified for LLI placement based on TCRWP data.

In math the 37 ½ minutes will continue to address the needs of students in need of additional support through the use of differentiated instruction and methods and approaches that enrich and engage students at all levels. Our goal is to continue to sustain the gains made and continue to develop their deep reading/math analytical skills. Our hope is that through the use of a variety of hands-on math manipulatives targeted students will continue to develop knowledge of math and through exploration of the seven reading skills in a variety of texts, accountable talk, vocabulary, and basic facts, students will develop higher order thinking skills that foster comprehension.

## **Our continuing use of the TCRWP Assessment Program:**

This program is a comprehensive assessment package that includes; running records, literal /Inferential and critical questioning for comprehension, ECLAS Variation, and the Narrative Assessment Tool for writing. Coupled with the on-going in-house professional development provided by our *Teachers College/ Columbia University* staff developers, TCWRP will continue to sustain and lift the rigor of practice and instruction. Additionally, teachers will continue to attend Teachers College workshop sessions to enhance and refine the quality of their practice.

TCWRP measures student progress four times a year (September, November, March, and June) and is closely aligned to our curriculum. Monitoring student progress periodically and systematically ensures that the best methods/approaches are being used to address student needs in reading, writing and math. Grow reports, Predictive /Instructionally Targeted Assessments, unit tests, writing portfolios and items skills analysis have been used to periodically assess the needs and progress of students. The intervention is data driven; therefore all results are periodically shared with teachers and parents to ensure the alignment of special skill and strategy focus in teaching and learning.

Additionally, as a result of our needs assessment and the work of the Data Inquiry Team, we have found a need to continue to *refine and work on the following*:

- Guided Reading/Literacy Book Clubs and Circles
- The Seven Essential Comprehension Reading Skills and strategies for exploring those.
- Inquiry (HOTS)
- Organizing for Effort / Accountable Talk
- Academic Rigor in a Thinking Curriculum
- Project Based Learning
- Integration of Bloom's Taxonomy to develop high order thinking and questioning techniques
- Word Study/Vocabulary / Grammar
- The mini lesson in reading and writing and math.
- Transfer of word study and reading to writing
- Independent Reading-Stamina
- Math: Working on foundation skills and deepening our work with problem solving skills.
- Response to Intervention
- Aligning all practice to Common Core Curriculum Standards
- Integrate K-2 Acuity assessments in reading and math to inform intervention, instruction, inquiry work and curriculum.
- Integration of Grammar Strategy Lessons
- Vocabulary Development
- Continue to develop comprehension in grades K-2 through Shared Reading, Read Aloud, and Guided Reading.
- Integrate more informational texts and develop performance tasks in reading and writing that are aligned to the Core Standards.

As a school community we will continue to delve deeper in the Reading and Writing Workshop. Through our own efforts, and our partnership with Teacher's College, and the TC on site / off site professional development, we will as a school community be able to continue to delve *deeper, wider and below the surface* in reading and writing. The Teacher's College partnership will afford us the opportunity to continue to develop a community of learners that are well versed in the reading / writing methods and approaches that will develop further not just our student's content based knowledge and skills, but the staffs as well.

Reading and Writing is the construction of meaning and children need authentic purposes and audiences to write for as they engage in this process. Our emphasis on Academic Rigor in a Thinking Curriculum / Bloom's Taxonomy / Seven Elements of Reading Comprehension-and the thrust of higher order thinking skills will stimulate and engage students intellectually to question, wonder and think profoundly in reading and writing. Moreover, the units of study will provide students with specific skill based instruction in writing (e.g. conventions of writing, grammar, word study, paragraphs) that will expose them to and provide them with the experiences that they will need to develop proficiency in addressing a variety of writing genres.

## 2010-2011 Building –Wide Overview of Reading Units

Month	Kinder.	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<b>September</b>	Exploring the world of books and poems	Readers build good habits and use strategies before, during, and after we read.	Take Charge of reading	Making a reading life	<b>Authoring an independent reading life.</b>	Making a Reading Life
<b>October</b>	Readers read, think, and talk about emergent story books and invent fun things to do with them.	When readers come to hard words and tricky parts of books we try hard.	Tackling Trouble	Following characters into Meaning: Envision, predict, synthesize, and infer.	<b>Reading with minds on fire about characters.</b>	<b>Oct-Early Nov:</b> Following characters into meaning: Envision, predict, synthesize, and infer.
<b>November</b>	Readers use all our powers to read everything we can.	Meeting the characters in books and studying what they do.	Characters go on journeys	Nonfiction reading Expository, Narrative and hybrid non-fiction.	<b>Non-fiction</b>	<b>Mid Nov to end.</b> Fairy tales, Folktales, and Myths
<b>December</b>	Big Books and Little Books: Drawing on all we know about one text to help us read others..	We can be our own teachers when we work hard to figure out words.	Non-fiction	Series clubs	<b>Maintaining a varied and independent reading life.</b>	<b>Late Nov-Dec:</b> Non-fiction reading: Expository, Narrative, and Hybrid Non-fiction..
<b>January</b>	Readers have lots of strategies to figure out words and are eager to take on new challenges.	Non-fiction readers learn about the world.	Readers almost become the characters. As we read there is a thin line between reading and role playing.	Mystery Clubs	<b>ELA/fantasy</b>	Fantasy Book Clubs
<b>February</b>	Readers are story detectives who use patterns in books to figure out our stories.	Character dramatization.	Series reading clubs	Social Issues Clubs	<b>Fantasy</b>	Historical Fiction; Tackling complex texts
<b>March</b>	Readers are brave and resourceful when we encounter tricky parts.	Putting texts together: Reading across genres to learn about a topic and build your vocabulary.	Non-fiction clubs	Folktales, fairytales, fables	<b>Historical fiction</b>	Talking and writing about texts to infer and interpret
<b>April</b>	Readers get to know the characters and talk about them. Character clubs.	Readers get to know the characters in our books and talk about them with others. Character Clubs	Fairy Tales and Folk Tales	Test Prep.	<b>Content area reading</b>	Content area reading
<b>May</b>	Reading for real.	<b>Readers can read about science topics to become experts</b>	Reading about science	Content area reading: Science	<b>Social Issues Clubs</b>	Thematic text Sets
<b>June</b>	Giving the gift of reading.	<b>Making plans for summer reading and planning our reading project</b>	Reading poetry	Reading for real	<b>Reading projects; building a reading life</b>	Reading for real purposes

## 2010-2011 Building –Wide Overview of Writing Units

Month	Kinder.	1 <sup>st</sup> grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<b>September</b>	Launching the writing workshop	Launching with small moments	Launching with small moments	Launching a productive writing workshop	Raising the level of personal narrative writing	Memoir
<b>October</b>	Approximating small moments	Writing for readers	Authors as mentors and writing for readers	Raising the quality of Narrative Writing	Personal Essay	Personal Essay
<b>November</b>	Looking closely: Observing, labeling and listing like scientists	Realistic Fiction	Writing and Revising Realistic Fiction	Writing information books with authority and voice.	Realistic Fiction	Fiction
<b>December</b>	Pattern Books	How-to books	Expert projects in non-fiction writing.	Realistic fiction	Writing to learn.	Writing to Learn
<b>January</b>	Raising the quality of small moment writing	Persuasive Letter Writing	Persuasive Reviews and letters	Persuasive writing	Historical Fiction	Fantasy Writing
<b>February</b>	How-to books	Authors as Mentors and Revision	Write gripping stories with meaning and significance and write our own series books	Poetry	Poetry	Poetry
<b>March</b>	All about writing	All About books	Climbing inside of non-fiction to discover reading and writing connections	Writing folktales	Literary essay	Literary and comparative essays
<b>April</b>	Author as mentors	Poetry	Writing adaptations of familiar fairytales and folktales	Independent writing projects	Test Prep	Independent writing projects
<b>May</b>	Science	Expert projects: writing to learn and teach about science	Expert project in a content area: writing to learn and teach about science	Writing about science	Content area writing (social studies)	Journalism
<b>June</b>	Poetry and songs	Revision and assessment	Poetry: Powerful thoughts in tiny packages	Revision	Revision	Writing to make a real world difference.

Other areas that will continue to be grown and emphasized are:

- Writing Process-Conferring-Units of Study K-5
- Word Study/Grammar and Vocabulary Development
- Continuation of Data Analysis to drive and differentiate instruction (Inquiry)
- Response to Intervention
- Systemic roll out of Core Standards

The development of these areas will be delineated in the professional development section of the plan.

### **AYP for the 2009-2010 School Year:**

Though the AYP State Accountability in Math (grades 3-5) is in good standing, there is a need to improve the performance of students, and in sustaining and continuing to develop the skills and strategies of students performing at levels 3 and 4. The evidence demonstrates that our response to intervention in math has contributed to student progress. Through continued alignment of standards and the work of the Inquiry Team all curricula decisions are data driven. Enhancement of curriculum, differentiated instruction and focused professional development, and the needs of students are regularly examined, assessed and addressed. All groups are fluid so that the needs of all students are met as they arise. For the students with IEP's, we will work effortlessly to align the practice to IEP modified recommendations and provide teachers with ongoing professional development that will expose them to the use of a variety of reading, math and writing methods and approaches.

Additionally, the TCRWP Assessment, which is data driven, will continue to monitor closely all students performing below standards and students scoring at low level 3's. Moreover, we will continue to sustain all students scoring at high level 3's and 4 within the practice of the classroom which emphasizes Academic Rigor in a Thinking Curriculum with a strong emphasis on the seven elements of reading comprehension. Additionally, enrichment clubs will be part of our extended day program. The enrichment program will explore problem solving in new and innovative challenging ways, integration of music, the Arts and inquiry. These approaches and methods are not just isolated to enrichment or AIS groups, they are integrated throughout the curriculum.

The AYP State accountability in **Science** is in good standing. Our goal is to continue to increase student achievement in science. The data demonstrates that 97% of the students scored at levels 3 and 4, that is a 19% increase from 2008-09. 4% scored at levels 1 and 2, these students are ELLS and Special Needs children who have already been identified and are receiving additional support in reading and writing during the day program and during the extended day. The science lab has been instrumental in providing the students with hands-on exploration and investigation and added content knowledge, as well as the integration of science within the literacy block has contributed to the increase in levels 3 and 4. Science will continue to be a school wide initiative, it has been noted that classroom teachers must teach content, the laboratory alone is not enough. The FOSS Kits (K-5) were purchased for all

grades. During the school year 2010-2011 school year Science will be closely aligned with the core standards

### **Social Studies:**

Although we met the AYP for the school year 2009-2010, there continues to be a need to improve student achievement. The data demonstrates that 91% of the students scored at levels 3 and 4, a 10% increase from 2008-2009 and 10% scored at levels 1 and 2, showing an increase in performance and progress of 9%. Although there will no longer be a Social Studies Standardized Test, we believe this content area will be addressed in ELA through a variety of reading genres and text types, and writing about reading in various text types. Therefore, teachers will continue to drive social studies instruction with the Core Standards in mind and a focus on Content Area Studies that are inquiry based and rich in content vocabulary.. Teachers will schedule social studies periods and Social Studies will not only continue to be integrated within our Literacy Curriculum, but will also be a school wide initiative. Our goal is to significantly improve the teaching of Social Studies and to increase student achievement. We will ensure that it is aligned with the NYS Core Standards and the literacy experiences are inclusive but not limited to, My Family and Other Families, Now and Long Ago, My Community and Other United States Communities, History of the United States and New York, World History, Geography, Economics and Civics, Citizenship and Government. Our goal is for students across the grades to make decisions about issues they confront, within society and the interdependent world through meaningful social studies and multi cultural education experiences. Our strategic objectives will be that within an inquiry / project based program the students will study and analyze the development of American culture, its diversity and the multicultural context, and the ways people are unified by many values, practices and traditions. Students will study the different ways people live, work and utilize resources and illustrate connections and interactions of people and events across time and from a variety of perspectives. Additionally, through professional development teachers content knowledge base will be increased as we develop units of study that promote the use of technology for research and inquiry. Classroom teachers have been provided with materials that support and enhance the teaching and learning in Social Studies and utilize the Social Studies Scope and Sequence.

We want to note that the **Special Education Subgroup**, as well as the **ethnic subgroups** showed improvement as noted in the 2009-2010 data. 26.7% Special ed. showed exemplary gains in ELA and 46.7% Special ed. showed exemplary gains in Math closing the achievement gap. 62.1% of students in the lowest third met AYP in ELA and 52.8% of students in the lowest third met AYP in Math demonstrating significant gains. Our goal is to continue this momentum through close monitoring of data that will be conducted by the Data Inquiry Team and Assessment Team to ensure that instructional support is closely aligned to IEP recommendations and individual student needs. With the co-mingling of funds, special education students will receive additional support in reading, writing and math that is standard driven during the 37 ½ minutes, and within their classroom settings through targeted differentiated instruction. Moreover, the school assessment team will conduct IEP reviews and annuals to ensure that students with IEPs are appropriately placed within the realm of Special Education and the integrated classes designed to better meet their needs. Furthermore, we will meet closely with our related services team to ensure that pull outs do not interfere with the literacy block and math block. Additionally, with the assistance of the parent coordinator and the school assessment team, an outreach for parent support will become part and parcel of our instructional program. It is imperative that parents recognize that they are stakeholders in the education of their children and that their involvement is

critical to the development of the whole child. Our goal is to make them fully aware of what IEP recommendations are and how their support at home will aid us in assisting the children to develop the skills that will prepare them to move into less restrictive environments and become productive members of our society.

Professional development has impacted our teaching and learning practices. Based on the Instructional Team's Review, the teachers will continue to refine their practice while becoming more knowledgeable in Process Writing-with an emphasis on conferring. As previously stated the teaching of Science and Social Studies will continue to be integrated within our instructional school initiatives. Our action plans will delineate how these areas will be addressed. Title 1 professional development funds and Tax Levy funds will be used to enhance professional development. Substitutes will be hired so that teachers can continue to participate in on site and off site professional development provided by Teacher's College. Additionally, whenever feasible consultants will be hired to broaden and deepen our understanding of math, science and social studies. Studies demonstrate that quality professional development has significant impact on student achievement.

## 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.

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- **English Language Arts-Reading / Writing and Accountable Conversations:** By June, 2011, there will be a 1% increase in the number of students in grades 3-5 making meeting proficiency in ELA from 56.2%-57.2% as measured on the NYS ELA exam. 80% of our students K-5 will go up at least 2 levels from September, 2010 – June, 2011 as per TCRWP data.
  
- **AIS/Reading:** By June 2011, at least 50% of all students in grades K-5 (196 of 392) will meet or exceed the TC benchmarks in independent reading for their grades as measured by TCRWP running records.  
During the 90 minutes literacy block, the use of specific units of study in reading and writing, targeted students will be provided with additional support that will foster the development of reading and writing strategies. In small groups students will be provided with the opportunity to listen, speak, read, write as well as think about and understand information presented and gathered. As speakers, students will use oral language to acquire, apply, and deliver information in their own words, as well as respond to literature, self expression, and artistic creation. As listeners and readers, students will collect data, facts, and ideas, as well as discover relationships, concepts, and be able to analyze and evaluate experiences to enrich their understanding. As writers, students will be immersed in the writing process and will continue to develop a deeper understanding of the writing process through specific units of study and their genre characteristics. This will be accomplished through collaboration between staff and administration whereby long term goals, unit goals, and student smart goals will be developed and revisited on an ongoing basis.
  
- **Mathematics:** By June, 2011, there will be a 1.5% increase in the number of students in grades 3-5 meeting proficiency in Math from 68.7%-70.2% as measured on the NYS Math exam.  
From September 2010 to June 2011 during a 60 minute block the implementation of Every Day Math, which is aligned to NYC and NYS Core Standards, will continue to improve student performance in mathematic skills, concepts and problem solving for *all students* at P.S. 38. Various instructional strategies, which are scientifically researched based will be part and parcel of our instructional program as delineated In the action plan.
  
- **Core Standards:** Beginning September 2010 to aide the roll out of the Core Curriculum Standards, we will further expand the focus of our School Inquiry Team to two major areas which will result in the gains mentioned in the goals above through targeted intervention and differentiation building wide:  
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  3. Targeted inquiry work on the National Core Curriculum Standards.
  4. Targeted inquiry work in Content Areas and Integration of Informational Text and Performance Tasks.

**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.*

**English Language Arts-Reading /  
Writing and Accountable  
Conversations**

**Subject/Area (where relevant):**

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> <li>• By June, 2011, there will be a 1% increase in the number of students in grades 3-5 making meeting proficiency in ELA from 56.2%-57.2% as measured on the NYS ELA exam. 80% of our students K-5 will go up at least 2 levels from September, 2010 – June, 2011 as per TCRWP data.</li> <li>- Transfer of word study and reading to writing</li> <li>- Holding students accountable for what they already learned</li> <li>- Editing as per ELA rubric and our school-wide initiative to edit across content areas inclusive of targeted 10 minutes of editing during writing workshop and learning that as writers, we edit as we write with automaticity.</li> <li>- Share TCRWP/Acuity Data with students to set and create targeted individual goals.</li> <li>- Students reflect on process, what they learned, and how strategies help them</li> <li>- Build stamina by reading more for longer periods of time utilizing reading logs to reflect on reading habits and monitor progress.</li> <li>- ESL teacher will focus on writing workshop and writing about reading with all ELLS to assure ELLs attain proficiency on the writing section of the NYSESLAT.</li> <li>- Use of rubrics, logs to monitor reading habits, checklists</li> <li>- Will look for big ideas in non-fiction texts and develop analytical and argumentative lines of thinking.</li> <li>- Exposure to and Inclusion of more informational texts in various text types in independent reading baggies.</li> </ul>
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	<ul style="list-style-type: none"> <li>- Integrate simulation of ELA language into daily practice from September</li> <li>- Grades 3-5 will add literacy essay at the end of content area study or after completion of book club books</li> <li>- Establish our own Narrative Continuum for Realistic Fiction.</li> </ul>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>From September, 2010 to June, 2011 students in grades K-5 will be expected to make at least one year of progress in ELA. This will be accomplished through a balanced literacy, theme based program, aligned with Core Standards, and small group instruction will provide <i>all students</i> with opportunities to achieve their literacy smart goals. Through the use of the workshop model and immersion in the practice of reading and writing students will be provided with a series of supports that move from teacher direction to student independence and exploration. Additionally, Building wide systems and structures will support student reading and writing achievement.</p> <ul style="list-style-type: none"> <li>• Collaboratively work on individually targeted smart goals as per data results</li> <li>• Develop Early Reading Strategies in grades (grades K-2)</li> <li>• Develop an understanding of Concepts of Print (grades K-2)</li> <li>• Learn how to link letters to sounds (Phonemic / Phonic Awareness) (grades K-2)</li> <li>• Develop vocabulary/word study (grades K-5)</li> <li>• Develop and understand story elements (grades K-5)</li> <li>• Modeling through shared and interactive reading and writing (grades K-5)</li> <li>• Modeling through read aloud (grades K-5)</li> <li>• Compare characters, setting and story from one book to another / analyze and evaluate the author's use of setting, plot, character, point of view (grades K-5)</li> <li>• Use of ELA Rubric to benchmark reading and writing activities and smart goals</li> <li>• Use of rubric by students for self evaluation and revision</li> <li>• Learns the difference between fiction and non fiction (grades K-2)</li> <li>• Read and comprehend a variety of genres and language specific to that genre inclusive of ELA as a genre (grades K-5)</li> <li>• Use graphic organizers</li> <li>• Be engaged in daily response to literature activities</li> <li>• Students will monitor for meaning and miscues.</li> <li>• On going student participation in Book Clubs/Literature Circles, series studies</li> <li>• Sustain Narrative Writing skills by integrating Narrative Writing assignments as homework.</li> <li>• Continue to grow and develop the units of study in reading and use the <b>TCWRP</b></li> </ul>

**Assessments** to tri annually assess reading levels and student progress to inform instruction and develop individual / small group smart goals

- Continue to grow and develop the units of study in writing and use the **Narrative Assessment tool** to tri annually assess writing levels and student progress to inform instruction
- Integrate Project Based Learning across content areas
- Continue to use Bloom's Taxonomy across content areas
- Delve deeper into the following comprehension skills: Making connections and inferring, envisioning, determining importance, monitoring for meaning, synthesizing, building background knowledge and schema, and questioning.
- Use of Strategies That Work.
- Continue to develop stamina in reading and writing
- Infusion of technology across all subject areas: Smart Boards for interactive learning; Lap tops for research and content area studies.
- Focused Skill / strategy development
- Accountable talk Pair shares
- Reading and writing partnerships
- Differentiated instruction
- Use of Response to Intervention in all classrooms as a school wide initiative to better target student needs.
- Integration of the Arts within ELA and content areas
- Celebrations-Reading and Writing, Poetry, Project based learning, etc.
- Reading independently at developmentally appropriate levels to foster comprehension, fluency and stamina as per TCRWP benchmarks.
- ESL Push In/Pull Out to address the needs of ELL's .
- The ability to organize our thinking across a variety of charts that align to our purpose for reading /writing
- Note-taking, coding text, margin notes, sketching scenes, thoughts and observations.
- Using notes to grow and develop theories about themes or big ideas across texts, and utilize these notes to develop longer and deeper writing pieces.
- Work with in house Teachers College staff developers to continually revisit, revise, and update curriculum maps that are aligned to Core standards..
- School staff will work with in house Teachers College staff developers to foster a

	<p>professional relationship and create a forum for discussion, creative thinking, and implementation of best practices.</p> <ul style="list-style-type: none"> <li>• Utilization of exemplars in classrooms to model product expectations for students.</li> <li>• Alignment of instruction with National Core Standards.</li> <li>• Use of Teachers College Units of Study for reading and writing.</li> <li>• Parents As Learning Partners monthly workshops focused on a variety of curricular areas.</li> <li>• Building wide reading initiative articulation at a variety of forums such as: Instructional Team, Leadership Team, PTA Meetings, Inquiry Team, School Assessment Teams.</li> <li>• Foster the ability of students to use charts to support independent practice (strategy, process, inquiry and exemplar charts).</li> <li>• Response To Intervention building wide</li> <li>• Students will take home both their just right leveled books in a variety of genres inclusive of non-fiction daily as well as two books on their instructional level to attain performance goals and build stamina.</li> <li>• Students will engage in a variety of performance tasks that are rigorous, go across content areas, and are aligned with the core standards.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>During 2010-2011 school year at least 1% of all grade 3-5 students will demonstrate an improvement of at least 1% performance on each of the TCRWP Assessments and the Reading Predictive. To ensure this increase the following will systematically continue:</p> <ul style="list-style-type: none"> <li>• Grade Data Inquiry Team Weekly Sessions where data is closely gathered, examined, and used to drive instruction – keeping it fluid and flexible based on classroom/student needs.</li> <li>• On going Teacher observations/conferencing.</li> <li>• Reading logs will be checked periodically to note stamina, frequency, duration,</li> </ul>

book selection, variety of genre.

- Standardized Test Data, Predictives, and TCRWP Assessments will be used to develop individual and small group smart goals for reading.
- Standardized Test Data and the TCRWP Narrative Assessment Tool will be used to develop individual and small group goals for Writing.
- TCRWP Spelling Inventory used to develop and plan for differentiated word study instruction and grouping.
- Use of Acuity and ARIS to analyze and inform instruction.
- Monthly Pupil Progress Team Meetings to discuss targeted students, their progress, and implications for continued instruction.
- All teachers have three common preps for planning and analyzing data.
- 4 Grade Inquiry sessions a month for monitoring and planning for targeted students and instruction.
- The use of Performance Indicators for Special Ed. assessment conducted by IEP Teacher and Classroom Teacher –Tri annually
- Data Binders by Grade and Class
- On going individual student SMART goals

**Subject/Area (where relevant):**

**AIS Reading**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, at least 50% of all students in grades K-5 (196 of 392) will meet or exceed the TC benchmarks in independent reading for their grades as measured by TCRWP running records.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>From September of 2010 – June 2011 administrators and staff will collaborate to implement and monitor the following:</p> <p>During the 90 minutes literacy block, the use of specific units of study in reading and writing, targeted students will be provided with additional support that will foster the development of reading and writing strategies. In small groups students will be provided with the opportunity to listen, speak, read, write as well as think about and understand information presented and gathered. As speakers, students will use oral language to acquire, apply, and deliver information in their own words, as well as respond to literature, self expression, and artistic creation. As listeners and readers, students will collect data, facts, and ideas, as well as discover relationships, concepts, and be able to analyze and evaluate experiences to enrich their understanding. As writers, students will be immersed in the writing process and will continue to develop a deeper understanding of the writing process through specific units of study and their genre characteristics. This will be accomplished through a collaboration between staff and administration whereby long term goals, unit goals, and student smart goals will be developed and revisited on an ongoing basis :</p> <ul style="list-style-type: none"> <li>• Use of the ITT Modeler to identify the lowest 1/3 of students (in grades 3-5), to group and develop intervention plans by grade.</li> <li>• Development of individual / small group SMART goals.</li> <li>• One on One Reading Intervention-Reading Recovery / 20 week cycle.</li> <li>• Small guided reading groups grades K, 1, and 2-Groups are fluid with specific smart goals based on running records and TCRWP data.</li> <li>• Targeted Groups-4<sup>th</sup> grade-AIS Teacher will meet with them daily for a double block of time.</li> <li>• Students targeted for Leveled Library Intervention.</li> <li>• Re-assess group progress periodically and reorganize extended day and</li> </ul>

targeted groups based on findings.

- Constant collaboration and conversation between classroom teacher and AIS provider.
- Continue to stock lending library with supportive materials and books for student/teacher use that support our curriculum and reading initiative.
- New computer stations in each room and additional printers for data access\
- Response to Intervention for differentiated instruction to meet student needs.
- Use of TCRWP and acuity (Predictive and Instructionally Targeted Assessments) to inform instruction, small group, and 1 on 1 intervention.
- Series of hands on informative Parent Workshops around our reading initiatives grades K-2 and 3-5, and how children learn.

The following skills and strategies will be addressed:

- Accountable talk/Partner work though read aloud to develop higher order thinking skills
- Focused skill / strategy development-utilization of Strategies That Work
- Teacher's College Units of Study in reading and writing
- Academic Rigor in a thinking curriculum /use of Inquiry based strategies and Bloom's Taxonomy
- Think aloud strategies and responding to the 5 "W's" for Non-Fiction and SCOPE for Fiction.
- Use of story-mountain and layered timelines to comprehend story structure and character development.
- Use of pushing our thinking prompts.
- Developing strategy lessons to accommodate learners at various reading levels
- Independent Reading-building stamina and fluency
- Word study differentiation based on student specific needs – phonics / phonemic awareness, decoding, segmenting, blending
- Word study / vocabulary development through meaning of prefixes, suffixes, and root words.
- The development of reading vocabulary through background knowledge and newly acquired information about a topic.
- Note taking strategies appropriate for specific genres
- Projects aligned to units of study

	<ul style="list-style-type: none"> <li>• Differentiated Instruction</li> <li>• Use of rubrics and checklists by students for self assessment and teachers for assessment</li> <li>• Research based practice in reading, phonemic awareness, building stamina, fluency, comprehension, word study and vocabulary development</li> <li>• Careful monitoring of student growth and performance</li> <li>• Student and teacher use of exemplars to benchmark student work, reflect, and set goals for improvement</li> <li>• Developing reflection strategies to improve reading habits, reading strategies and set individual goals.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Reading Recovery Teacher Grades 1 LLI-Levelled Library Intervention Grade 3</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The following will be adhered to systematically to ensure that data is carefully examined, analyzed, and used to drive instruction as well as to monitor student progress. All students will demonstrate by mid year, an increase of one reading level and by June 2011 50% of students in grades K – 5 will have met the TCRWP Benchmark in Reading:</p> <ul style="list-style-type: none"> <li>• AIS teachers will meet with classroom teachers during Grade Data Inquiry Team Weekly Sessions. Together, data is closely gathered, examined, and used to drive instruction – keeping it fluid and flexible based on classroom/student needs.</li> <li>• Ongoing Teacher observations / daily conferences</li> <li>• Monthly Pupil Progress Team Meetings to discuss targeted students, their progress, and implications for continued instruction.</li> <li>• Reading logs will be checked periodically to note stamina, frequency, duration, book selection, variety of genre.</li> <li>• TCRWP Assessment analyzed carefully 4 times a year-Targeted 15</li> <li>• Observation Survey-Reading Recovery</li> <li>• Standardized Test Data</li> <li>• TCRWP Assessment used 3 times (or more) a year to monitor all students</li> </ul>

- Narrative Assessment Tool 4 times a year-Oct./December/March / May
- Use of Acuity, ARIS, ITT Modeler, Predictive and ITA Assessments to analyze and inform instruction
- Faculty conferences dedicated to Grade level inquiry /individual class inquiry work.
- The use of Performance Indicators for Special Ed. assessment conducted by IEP Teacher and Classroom Teacher –Tri annually
- Articulation between AIS Person and Classroom Teacher
- Data Binders by Grade and Class
- Targeted grade level inquiry work 4 times a month.
- Parent feedback and reflection from focused Parent’s as learning Partner Sessions Monthly.
- Parent Attendance sheets at workshops

**Subject/Area (where relevant):**

**Mathematics**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> <li>By June, 2011, there will be a 1.5% increase in the number of students in grades 3-5 meeting proficiency in Math from 68.7%-70.2% as measured on the NYS Math exam.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>From September 2010 to June 2011 during a 60 minute block the implementation of Every Day Math, which is aligned to NYS Core Standards, will continue to improve student performance in mathematic skills, concepts and problem solving for <i>all students</i> at P.S. 38. The following instructional strategies, which are scientifically researched based will be part and parcel of our instructional program: The following skills and strategies will be addressed within the classroom, push in, pull out programs:</p> <ul style="list-style-type: none"> <li>Accountable talk</li> <li>Reinforce the use of problem solving “strategy charts” to support student independence</li> <li>Focused math skills and strategy development</li> <li>Utilizing daily math “Do Now” excercises to reinforce previously learned skills.</li> <li>Accessibility of manipulatives for all classroom work.</li> <li>Incorporation of NY State test test questions with corresponding units.</li> <li>Visibility of math vocabulary through use of classroom word wall.</li> <li>Refinement of mini lesson / workshop model</li> <li>Refined use of manipulatives to bridge the gap between the concrete and abstract math concepts</li> <li>Teaching problem solving strategies to be used with math exploration activities, including the collection, organization, analysis and interpretation of data (tables, graphs,charts)</li> <li>Continued modeling of effective skills and strategies that address multiple intelligences, individual student needs and the constructivist approach to individualizing and differentiating classroom instruction.</li> <li>Effective strategies that utilize all manipulatives as appropriate to enhance and reinforce math instruction</li> <li>The use of math games that provide concrete experiences and explorations to</li> </ul>

enable students to develop a strong foundation in math concepts and skills

- Effective use of rubrics, good questioning techniques and the selection of performance based tasks that address the process and thinking in problem solving
- Integration of math within other content areas that will utilize real world math situations to further an interest and appreciation of math as global and worldly
- Action Research piloting Math Connects in the 4<sup>th</sup> grade and in small group as a supplement to the EDM3 program to fill in the gaps noted and as an additional intervention.
- Pilot Acuity Predictives and ITAs grades K-2 to inform instruction, inquiry, and intervention.
- Continue to hone in on and develop student's ability to reflect on mathematical processes and problem solving skills.
- Use of exemplars to lift the quality of student thinking around math processes.
- Use of post-its to do "On the go" assessments during the mini-lesson to support students who have not grasped concept of that particular mini-lesson.
- Use of math Coach Books grades 3-5 and Math steps K-2 to fill the gaps and provide additional practice with EDM does not account for in its design.
- Encourage students to continually talk with their math partner and/or teachers to show, explain, and support their math thinking and strategy usage.
- Daily classroom utilization of Smart Boards to support tactile lessons during whole class, small group, and 1:1 instruction.
- Careful monitoring of IEPs to ensure that students are receiving appropriate testing accommodations for ITAs, Predictives, and standardized Tests.
- Careful implementation of IEP test accommodations for classroom assessment that also provides practice for State Tests, etc
- Teachers are encouraged to use active research to target those students who need additional or revised testing accommodations.
- Use of Acuity Predictives in grades K-2 as action research to target children earlier on who are exhibiting weaknesses in various math strands.
- Use of daily reflection to solidify new math learning and to connect to real world application.
- Use of charts to demonstrate a variety of exemplary student responses.
- Analysis of data at the end of each unit in order to regroup according to student's

needs.

- Use of pacing calendar to plan for adequate time frame for each unit.
- Use of RTI model to plan for and provide whole, small group, and 1:1 based upon varying student needs.
- Parents as learning Partners workshop offered during the school year with a focus on Math designed to bridge EDM school instruction with EDM Homelinks.
- School Inquiry team will collect EDM unit test from 2<sup>nd</sup> grade to target students in need of foundational basic skills in math and create plans of action to articulate with teachers at Grade Inquiry Meetings.
- Hands On informative and interactive Parents As Learning Partners Sessions focused on Math curriculum and how children are learning.

### **Staff Professional Development**

- Training on pacing calendar: coverage of Content Standards for 2010 NY State Math Tests Grades 3-5
- Items skills analysis for differentiating instruction.
- Expand teacher knowledge of math content through exploration based activities
- Continue to work on using assessments to create flexible grouping that best meets the needs of students
- Continue to work on the use of cooperative learning groups during the workshop model
- Looking at student work / Predictive, ITA / data to inform and drive instruction
- Understanding the use of Math Rubrics and Process of student responses
- Academic Rigor in a Thinking Curriculum
- Strategies that integrate literature into the math curriculum
- Use of technology and SMART BOARDS to enhance lesson planning
- Weekly Inquiry Team meetings continually revisit data in order to diagnose areas of weakness across a grade.
- Teachers will attend and continue to provide RTI professional development and strategy turnkey workshops to the rest of the staff to build capacity.

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>From September 2010-June 2011 all students K – 5 will demonstrate a 1% gain in performance as evidenced by Math ITA’s, Predictives and the Standardized Tests. The following will be adhered to systematically to ensure that data is carefully examine, analyzed and used to drive instruction, monitor student progress and ensure that smart goals are specific, attainable and fluid:</p> <ul style="list-style-type: none"> <li>• Sept. – June Data Inquiry Team- Weekly Sessions where data is closely examined and analyzed</li> <li>• Sept. - June Teacher observations and informal assessments</li> <li>• Assessment Team Meetings-Monthly to monitor IEP Students / Referrals</li> <li>• Monthly administration of Unit Math Tests</li> <li>• Sept. – June Standardized Test Data will be analyzed</li> <li>• Nov/ May Acuity will be used to analyze and inform instruction / Predictive Assessments and ITAs.</li> <li>• Sept. – June weekly grade meetings dedicated to student performance and data analysis</li> <li>• Faculty conferences: Grade /Individual level inquiry work.</li> <li>• Tri Annually - The use of Math Performance Indicators for Special Ed. assessment conducted by IEP Teacher and Classroom Teacher</li> <li>• Sept. – June Articulation between AIS Person and Classroom Teacher</li> <li>• ARIS/Inquiry by Grade and Class</li> <li>• Articulation from School Inquiry Team regarding EDM 2<sup>nd</sup> grade unit math tests</li> </ul>

**Subject/Area (where relevant):**

**Inquiry and the National Core Standards**

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"><li>Beginning September 2010 through June 2011 to aide the roll out of the Core Curriculum Standards, we will further expand the focus of our School Inquiry Team to two major areas which will result in gains in student performance as mentioned in the goals above through targeted intervention and differentiation building wide:</li></ul>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Beginning September 2010 to aide the roll out of the Core Curriculum Standards, we will further expand the focus of our School Inquiry Team to two major areas:</p> <ol style="list-style-type: none"><li>5. Targeted inquiry work on the National Core Curriculum Standards.</li><li>6. Targeted inquiry work in Content Areas and Integration of Informational Text and Performance Tasks.</li></ol> <ul style="list-style-type: none"><li>The Assistant Principal, Principal, and one inquiry team member will attend District professional development beginning this summer and throughout the 2010-2011 school year, that will aide in the role out of this work and will turnkey the information to teachers at grade level inquiry meetings.</li><li>We will increase the number of grade level inquiry meetings from 2 meetings a month in the 2009-2010 school year to 4 meetings a month for the upcoming 2010-2011 school year. All meetings will take place on Wednesday afternoons from 2:35-3:25 p.m. This will allow for role-over of new information and application of targeted inquiry strategies with a focus on National Core Standards and work that is integrated across the content areas building wide.</li><li>Teachers at grade meetings analyze data to target students/subgroups, and will monitor and modify their practice and approaches based on data results, student performance, and teacher observations.</li></ul>

- The Data Inquiry Team will continue to carefully examine data and make data driven decisions that impact the entire instructional program. As a result of this team we will be able to articulate findings and ideas to teachers to successfully address the needs of targeted students
- This Team will contribute to the revision and reshaping of our extended day program to meet the instructional needs of students at risk and in need of enrichment.
- The team along with administration, will continue to build capacity by refining the practice of grade level inquiry teams that target small groups, monitor and revise student's progress, and provide and create effective strategic lessons that meet their student's needs.
- Teachers of grade level inquiry teams will continue to use a variety of soft and hard data to differentiate instruction in the classroom and target students who need intervention with additional conferencing, small group instruction, and one to one instruction specific to skills and strategies in need.
- Informed effective discussions, planning at grade level meetings, professional development, continued support from administration ISC math support, and providing teachers with several common preps to plan as a grade, will continue to facilitate this effort.
- The insight we gain from our IEP teacher will continue to aid action research investigations to better service IEP students and allow teachers to apply modifications across content areas.
- All findings and new information and practices will continue to be articulated to our School Leadership Team, School Assessment Team, Instructional Team, and our parent constituents.
- Integrate more informational texts and develop performance tasks in reading and writing that are aligned to the Core Standards.

	<ul style="list-style-type: none"> <li>• The School Inquiry Team will spearhead the rollout of these Core Standards.</li> <li>• One teacher and the Assistant Principal attended District Summer Core Standard training.</li> <li>• One teacher and the Assistant Principal will continue to Core Training sessions through out the year to turnkey information to the rest of the staff during professional development in order to roll this out systematically and enhance our teacher team’s inquiry work school-wide.</li> <li>• Additionally, Select teachers will attend specific content area Core Standard workshops (Math, ESL, etc.) and turn-key information for the rest of the staff.</li> <li>• The Inquiry Team, Grade Inquiry Teams, and all teachers will work collaboratively to align our school’s current curriculum with the Common Core Curriculum Standards and create performance tasks aligned to the Common Core standards.</li> <li>• Paraprofessional training in house on response to intervention, running records, guided reading , etc to support children and programs.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	

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

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

The following will be adhered to systematically to ensure that data is carefully examined, analyzed, and used to drive instruction as well as to monitor student progress. All students will demonstrate by mid year, an increase of one reading level and by June 2011 50% of students in grades K – 5 will have met the TCRWP Benchmark in Reading:

- Related service teachers will meet with classroom teachers during Grade Data Inquiry Team Weekly Sessions. Together, data is closely gathered, examined, and used to drive instruction – keeping it fluid and flexible based on classroom/student needs.
- Ongoing Teacher observations / daily conferences
- Monthly Pupil Progress Team Meetings to discuss targeted students, their progress, and implications for continued instruction.
- Reading logs will be checked periodically to note stamina, frequency, duration, book selection, variety of genre.
- TCRWP Assessment analyzed carefully 4 times a year-Targeted 15
- Observation Survey-Reading Recovery
- TCRWP Assessment used 4 times a year to monitor all students
- Narrative Assessment Tool 4 times a year-Oct./December/March / May
- Use of Acuity, ARIS, ITT Modeler, Predictive and ITA Assessments to analyze and inform instruction
- Faculty conferences dedicated to Grade level inquiry /individual class inquiry work.
- The use of Performance Indicators for Special Ed. assessment conducted by IEP Teacher and Classroom Teacher –Tri annually
- Articulation between related service personnel and Classroom Teachers
- Data Binders by Grade and Class
- Targeted grade level inquiry work 4 times a month..
- Standardized Test Data, Predictives, and TCRWP Assessments will be used to develop individual and small group smart goals for reading.
- Standardized Test Data and the TCRWP Narrative Assessment Tool will be used to develop individual and small group goals for Writing.
- TCRWP Spelling Inventory used to develop and plan for differentiated word study instruction and grouping.
- Monthly Pupil Progress Team Meetings to discuss targeted students, their

progress, and implications for continued instruction.

- All teachers have three common preps for planning and analyzing data.
- 4 Grade Inquiry sessions a month for monitoring and planning for targeted students and instruction.
- The use of Performance Indicators for Special Ed. assessment conducted by IEP Teacher and Classroom Teacher –Tri annually
- On going individual student SMART goals
- Inquiry team will collect all 2<sup>nd</sup> grade EDM unit tests, analyze and share implications for targeting students who need basic foundational math skills intervention before they reach a testing grade.

Simultaneously, from September 2010-June 2011 all students K – 5 will demonstrate a 1% gain in performance as evidenced by Math ITA's, Predictives and the Standardized Tests. The following will be adhered to systematically to ensure that data is carefully examine, analyzed and used to drive instruction, monitor student progress and ensure that smart goals are specific, attainable and fluid:

- Sept. – June Data Inquiry Team- Weekly Sessions where data is closely examined and analyzed
- Sept. - June Teacher observations and informal assessments
- Assessment Team Meetings-Monthly to monitor IEP Students / Referrals
- Monthly administration of Unit Math Tests
- Sept. – June Standardized Test Data will be analyzed
- Oct. / May Acuity will be used to analyze and inform instruction / Predictive Assessments and ITAs.
- Sept. – June Once a month grade meeting dedicated to student performance and data analysis
- Faculty conferences: Grade /Individual level inquiry work.
- Tri Annually - The use of Math Performance Indicators for Special Ed. assessment conducted by IEP Teacher and Classroom Teacher
- Sept. – June Articulation between AIS Person and Classroom Teacher
- ARIS/Inquiry by Grade and Class

## **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	n/a	n/a	N/A	N/A	0	0	0	0
1	32	32	N/A	N/A	3	0	2	0
2	33	33	N/A	N/A	1	0	0	2
3	23	23	N/A	N/A	1	0	1	0
4	41	41			1	0	0	0
5	20	20			4	0	0	2
6								
7								
8								
9								
10								
11								
12								

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

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

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p><b>ELA:</b></p> <p><b>Reading Recovery</b></p> <p><b>Title III ELL Program</b></p> <p><b>Leveled Library Intervention Grade 3</b></p> <p><b>Grades 1 Reading Recovery</b></p> <p><b>Skill Based Extended Day Programs Enrichment Groups</b></p> <p><b>Classroom Response To Intervention and Differentiation</b></p> <p><b>Enrichment groups (project S.M.A.R.T.S.)</b></p> <p><b>Explode the Code Phonics Intervention: Grade 1</b></p> <p><b>Wilson: Grade 4</b></p>	<p>Five days a week during the school day, children at-risk in grades 1 -2 receive an additional period of small group instruction that is aligned with data and is data driven.</p> <p><b>Reading Recovery:</b> Our Reading Recovery teacher provides one on one services to targeted students in grade 1. These children are provided with the strategies and skills that will strengthen them as readers and writers. Some of these skills are included but not limited to alphabetic code, phonemic awareness, and the early reading strategies of one to one match, fluency, and reading for meaning. Children are taught to use the three cues, meaning, visual, and structure.</p> <p><b>Classroom Response To Intervention and Differentiation:</b> Grades 3-5 students will be addressed 5 days a week within every classroom setting. Through response to intervention and observations of hard and soft data, teachers will target students for 1 to 1 and small group differentiated instruction that will be aligned to individual student goals and the Core Standards. This instruction will be monitored closely and periodically for progress and attainment of goals.</p> <p><b>Skill Based Extended Day Programs Enrichment Groups:</b> During extended day targeted students will receive intense skill driven remedial work in reading and math instruction. Math will be centered around basic math skills and other areas of need as evidenced by standardized tests and ACUITY. Reading will be data driven with an emphasis in reading comprehension and the seven reading skills as mentioned throughout this CEP and based on individual student data. This year teachers have looked across their grade to develop groups of students among the grade with similar needs. Instead of just working with small groups within their own class, students with similar needs in Math/Reading and reading text bands on similar levels will be grouped so that differentiation is specifically skill/strategy based for more targeted intervention.</p>

**A TITLE III** program for English Language Learners will take place for 20 Fridays after school for a duration of 2 hours each session. Grades 1-2 will focus on Language Development with Marquis Studios and grades 3-5 will focus on Writing Workshop in motivating/hands-on ways with a focus on narrative writing. Title III Funds will be used to purchase materials to support language acquisition. Additionally, all ELLs are invited to attend our 21 session Saturday Academy. Our traditional and very successful Saturday Test-Prep Academy focuses on the development of test-taking strategies, reading stamina, math process, and vocabulary related to the content area. This is a program that has proven successful in promoting student achievement. The purpose of this Academy is to expose the students to the kind of reading and math work they will encounter on the state ELA and Math exams. It will expose them to the types of questions that will be asked, the process of elimination, problem solving and reasoning strategies, and how to best respond to questions in writing. It will also help them continue to develop the stamina they will need on both exams. Based on State Test Results and by popular parental demand, we continue to sustain our Test Prep Academy.

**Leveled Library Intervention** will be provided to a small group of third grade students during extended day. The students selected have similar needs in reading. Based on data, children will be designated for extended day support in reading and/or math. The extended day groups are formed based on skills needed and students are grouped accordingly.

**Enrichment groups (project S.M.A.R.T.S.)** will be formed to challenge high level 3 and 4 students and are interest based inquiry studies which are literature rich, hands on, and spark interest that develops higher order thinking skills and goes deeper with comprehension and the application and evaluation phases of Bloom's Taxonomy. (Delineated throughout the CEP)

**Explode The Code Phonics** grade one intervention. Targeted support for grade one students that need to learn how to decode. Students identified by classroom teachers.

**Wilson** grade 4. Targeted for students who need additional support in word attack skills.

<b>Science:</b> <b>Science Lab</b> <b>Extended Day</b> <b>Foss Kits</b>	Science is taught for a double block of time (90 min.) in every grade (FOSS Kits) with an additional period in the science lab for hands-on investigation, inquiry, and research Grades K-2. Grades 3-5 have two periods of science in the lab and a double block of science in the classroom once a week. The students have been immersed in the scientific method and concepts that will enable them to continue to move forward in this content area and meet the standard. This year we are integrating more informational texts across our curriculum and are working diligently to align our curriculum and design performance tasks that meet Core standards.
<b>Social Studies:</b> <b>Integrated during Literacy AIS</b> <b>SETSS</b>	Grades K-5 will each teach between 2 -3 periods of Social Studies a week. There will be units of study integrated during literacy, such as Immigration and the Revolutionary War. However the bulk of the S.S.'s units will be addressed during the periods dedicated to the teaching of Social Studies. This year we are integrating more informational texts across our curriculum and are working diligently to align our curriculum and design performance tasks that meet Core standards.
<b>At-risk Services Provided by the Guidance Counselor:</b>	Students are recommended for counseling by the parents and teachers. Ms. Stacey Kaplan uses a variety of anger management and conflict resolution strategies to work with children who exhibit social/emotional problems. She also articulates with parents and teachers on a regular basis.
<b>At-risk Services Provided by the School Psychologist:</b>	The school psychologist assesses and evaluates all students recommended for less or more restrictive environments and or children at-risk. Our special education population is quite large for a small school. Her time is spent on evaluations, conferences and SAT meetings.
<b>At-risk Services Provided by the Social Worker:</b>	The social worker works very closely with the SAT. She services children recommended by parents and teachers and articulates with parents and teachers on an ongoing basis. She also sits in on IEP annuals and conferences.
<b>At-risk Health-related Services:</b>	The school nurse services all children, however, children who are at-risk for health related reasons are monitored closely. Moreover, she works closely with my physical health teacher and pushes into classrooms to enhance units of study that are related to health.

**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.

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**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) Pre-K to 5 Number of Students to be Served: 39 LEP \_\_\_\_\_ Non-LEP \_\_\_\_\_

Number of Teachers 1 Other Staff (Specify) \_\_\_\_\_

School Building Instructional Program/Professional Development Overview

**Section II. Title III, Part A LEP Program Narrative**

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**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.

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## **LANGUAGE ALLOCATION POLICY**

### **Part A: Language Allocation Policy (LAP)**

My Language Allocation Policy Committee consists of myself, my Assistant Principal, the ESL Teacher, the IEP/AIS Teacher, my Testing Coordinator and for parent outreach purposes my Secretary and Parent Coordinator.

#### **ELL Identification Process**

During the initial intake one of the above committee members will take time to administer the Home Language Survey and oral interview, during this interview the teacher / administrator will make sure to clarify each question for the parent so that the information we gathering is extensive and accurate and clearly depicts the linguistic and academic background of the child. Please note that the HLIS form is available to parents in their own language, translations services are provided when needed. Immediately following this intake the child is LAB R'd. The ESL teacher will then schedule a parent orientation at which time the Parent will view the CD and learn about language support programs that are available, then they will select one of the 3 programs offered, Dual language, Transitional Bilingual or the Free Standing ESL Program. A thorough explanation of each program is provided in the parents native language. At these orientation sessions which are ongoing, parents are clearly informed that once we have a group of 15 children of the same language group a bilingual class can be formed. Parents are also informed of programs available to them in the District that might accommodate their children's needs if for some reason we do not offer the program and have placed them on a waiting list. We are very diligent about the parent selection forms and the home language survey form, no parent leaves the school without filling them out and participating in an orientation session. If for some reason they need to leave with the form, we ensure the form is returned. We contact the parent via phone and email and will do all that is necessary to ensure that the form is returned. Via letter parents are informed of program placement. A binder is kept in the office with a copy of the CD and Parent Brochures for on the run registrations.

Besides one on one sessions and small group orientation sessions that are informative and inclusive of all administered assessments (ITA's Predictives, NYSESLAT) , a NYSESLAT workshop is held annually. This NYSESLAT presentation is conducted by my ESL Teacher and Parent Coordinator. The ESL pedagogue clearly and explicitly demonstrates to parents the different parts of the NYSESLAT, what they are assessing, why it is administered annually, how it is broken up into two sections, Listening / Speaking and Reading/ Writing; how it is analyzed to determine language proficiency; and how we

prepare our students for this exam. Parents are also informed that children in grades 3-5 also take the ELA (other than those exempt for a year). The difference between both exams is carefully explained and demonstrated to all parents.

Our ESL Teacher administers the LAB R for incoming students and parents are immediately notified of their ESL Status via letters that are sent home with each student in their native language. The letters have a sign off section that is returned to school. Please note that all letters are translated in all languages spoken, this ensures that parents are able to read all documents sent home. Moreover, within my school community the following languages are spoken and used for translation; Spanish, Russian, Albanian, Polish, Arabic, and sign language. Incoming students in grades K-5 from other public schools are researched on ATS to ensure entitlement and school records are immediately requested. ELL students who come in from other public schools are placed in a language program of their choice.

In examining the trends and patterns of the past couple of years we have noted that Parents continue to select our Free Standing ESL Program. Currently, it is the model of choice and though research says that Dual and Bilingual Programs are more successful than ESL Programs, our program has proven to be successful in regard to the number of ELL's that obtain proficiency annually, and demonstrate academic achievement on standardized exams. Thus far, program choice is aligned with parent requests, however should this shift, we will be prepared to offer parents what they want as long as funding is available and we have the number of students to open the class.

### **PART III: ELL DEMOGRAPHICS**

We currently have 39 ELL's serviced in a day. Our push in / pull out program services 5 groups a day K – 5. Students are grouped according to language proficiency levels (see table on LAP worksheet). Our subgroups indicate that we have a total of 39 ELL's, 27 are newcomers, 10 have been receiving ESL services for 4-6 years and of the 20, 2 students are in Special Ed. We also have 2 children who have been receiving services for more than 6 years, one in a CTT class. Many children obtained proficiency thus our numbers have decreased this year.

Our Freestanding English as a Second Language Program indicates the following *language groups*:

	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>		<b>Total</b>
Spanish	3	6	3	3	3	2		<b>20</b>
Chinese	0	0		1	0	1		<b>2</b>
Russian	1	7	1	0				<b>9</b>
Arabic	1	0		1	0			<b>2</b>
Polish	1		0		2			<b>3</b>
Italian	0	1	0	0	0	0		<b>1</b>
Albanian	1	2	0		0	0		<b>3</b>
<b>Total:</b>	<b>7</b>	<b>16</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>3</b>		

The data demonstrates that the bulk of our ELL students come from Spanish and Russian speaking homes. Though we have a free standing ESL Program we do ensure that students continue to develop in their native language skills by providing them with glossaries and dictionaries that they can use in the classroom, dual language read alouds are used, music, poetry and songs are embedded in instruction, and books are sent home that they can read at home with their families in their native language. Students in grade 3-5 whose native language is Spanish are allowed to use the Spanish tests during testing. Spanish assessments (Math, Social Studies) are available. As noted above Russian and Spanish are languages that we can easily translate for, and we have used and will continue to use the Translations Services provided by Central. Communication is never an issue when it comes to providing our parents with a clear understanding of their rights and the rights of their children. Signs are posted in and around the school alerting parents as to their rights in regard to translation and parents do request translations when they feel they need it.

**How is instruction delivered?**

P.S. 38 is a community of learners, many of whom are a steadily growing population of English Language Learners. All eligible ELL’s receive instruction in a Free Standing ESL program setting, where language of instruction is English and the native language is supported in a variety of ways that have been delineated throughout this document. Students are serviced by a full time certified ESL teacher in a pull out / push in program model. The Home Language Identification Survey form identifies students who come from various linguistic backgrounds such as Spanish, Russian, Polish, Albanian, Ukranian, Arabic and Chinese. There are 39 ELL’s at P.S. 38.

**SAMPLE STUDENT SCHEDULE 2010-2011 ESL GRADE Kindergarten**

ESL Program Type:  Free-Standing  Push-in  Pull-out  
 Indicate Proficiency Level:  Beginning  Intermediate  Advanced

School District: 31 School Building: P.S. 38

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>0</b>	From: 8:15 To: 8:30	Subject (Specify) Morning Routines Attendance HW Check Word Study				
	From: 8:35	Subject (Specify) ART	Subject (Specify) GYM	Subject (Specify) READING	Subject (Specify) LIBRARY	Subject (Specify) SCIENCE

<b>1</b>	To: 9:20			WORKSHOP		
<b>2</b>	From: 9:25 To: 10:10	Subject (Specify) READING WORKSHOP	Subject (Specify) READING WORKSHOP	Subject (Specify) SCIENCE	Subject (Specify) READING WORKSHOP	Subject (Specify) READING WORKSHOP
<b>3</b>	From: 10:15 -11:00	Subject (Specify) READING WORKSHOP	Subject (Specify) SOCIAL STUDIES	Subject (Specify) SOCIAL STUDIES	Subject (Specify) READING WORKSHOP	Subject (Specify) READING WORKSHOP
<b>4</b>	From: 11:05 To: 11:50	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH
<b>5</b>	From: 11:55 To: 12:40	Subject (Specify) MATH WORKSHOP	Subject (Specify) MATH WORKSHOP	Subject (Specify) MATH WORKSHOP	Subject (Specify) MATH WORKSHOP	Subject (Specify) MATH WORKSHOP
<b>6</b>	From: 12:45 To: 1:30	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL
<b>7</b>	From: 1:35 To: 2:20	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL

## **SAMPLE STUDENT SCHEDULE 2010-2011 ( ESL ) GRADE 1 - Intermediate**

ESL Program Type:             Free-Standing     Push-in             Pull-out  
Indicate Proficiency Level:     Beginning             Intermediate         Advanced  
**TEMPLATE - MAY 2010**

School District: \_\_\_\_\_

School Building: \_\_\_\_\_

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>0</b>	From: 8:15 To: 8:30	Subject (Specify) HW CHECK PROBLEM OF THE DAY	Subject (Specify) HW CHECK PROBLEM SOVLING	Subject (Specify) HW CHECK GRAMMAR MORNING ROUTINES	Subject (Specify) HW CHECK GRAMMAR MORNING ROUTINES	Subject (Specify) HW CHECK GRAMMAR MORNING ROUTINES
<b>1</b>	From: 8:35 To: 9:20	Subject (Specify)  MATH	Subject (Specify)  MATH	Subject (Specify)  MATH	Subject (Specify)  MATH	Subject (Specify)  MATH
<b>2</b>	From: 9:25 To: 10:10	Subject (Specify)  READING WORKSHOP	Subject (Specify)  GYM	Subject (Specify)  LIBRARY	Subject (Specify)  SCIENCE	Subject (Specify)  LIBRARY
<b>3</b>	From: 10:15 To: 11:00	Subject (Specify)  ART	Subject (Specify)  READING WORKSHOP	Subject (Specify)  READING WORKSHOP	Subject (Specify)  READING WORKSHOP	Subject (Specify)  READING WORKSHOP
<b>4</b>	From: 11:05 To: 11:50	Subject (Specify)  READING WORKSHOP	Subject (Specify)  READING WORKSHOP	Subject (Specify)  READING WORKSHOP	Subject (Specify)  READING WORKSHOP	Subject (Specify)  READING WORKSHOP
<b>5</b>	From: 11:55 To: 12:40	Subject (Specify)  LUNCH	Subject (Specify)  LUNCH	Subject (Specify)  LUNCH	Subject (Specify)  LUNCH	Subject (Specify)  LUNCH
<b>6</b>	From: 12:45 To: 1:30	Subject (Specify)  ESL	Subject (Specify)  ESL	Subject (Specify)  ESL	Subject (Specify)  ESL	Subject (Specify)  ESL
<b>7</b>	From: 1:35 To: 2:20	Subject (Specify)  ESL	Subject (Specify)  ESL	Subject (Specify)  ESL	Subject (Specify)  ESL	Subject (Specify)  ESL

## SAMPLE STUDENT SCHEDULE 2010-2011( ESL ) GRADES 3

ESL Program Type:             Free-Standing    Push-in             Pull-out  
 Indicate Proficiency Level:     Beginning         Intermediate         Advanced

**School District: 31**

**School Building: P.S. 38**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>0</b>	From: 8:15 To: 8:30	Subject (Specify) HW CHECK ATTENDANCE MORNING ROUTINES	Subject (Specify) HW CHECK ATTENDANCE MORNING ROUTINES	Subject (Specify) HW CHECK ATTENDANCE MORNING ROUTINES	Subject (Specify) HW CHECK GRAMMAR MORNING ROUTINES	Subject (Specify) HW CHECK GRAMMAR MORNING ROUTINES
<b>1</b>	From: 8:35 To: 9:20	Subject (Specify)  PUSH IN ESL READING WORKSHOP	Subject (Specify)  PUSH IN ESL READING WORKSHOP	Subject (Specify)  PUSH IN ESL READING WORKSHOP	Subject (Specify)  PUSH IN ESL READING WORKSHOP	Subject (Specify)  GYM
<b>2</b>	From: 9:25 To: 10:10	Subject (Specify)  READING WORKSHOP	Subject (Specify)  READING WORKSHOP	Subject (Specify)  READING WORKSHOP	Subject (Specify)  READING WORKSHOP	Subject (Specify)  READING WORKSHOP
<b>3</b>	From: 10:15 To: 11:00	Subject (Specify)  WRITING WORKSHOP	Subject (Specify)  WRITING WORKSHOP	Subject (Specify)  WRITING WORKSHOP	Subject (Specify)  WRITING WORKSHOP.	Subject (Specify)  WRITING WORKSHOP
<b>4</b>	From: 11:05 To: 11:50	Subject (Specify)  ART	Subject (Specify)  SCIENCE	Subject (Specify)  MATH WORKSHOP	Subject (Specify)  MATH WORKSHOP	Subject (Specify)  MATH WORKSHOP
	From: 11:55	Subject (Specify)  LUNCH	Subject (Specify)  LUNCH	Subject (Specify)  LUNCH	Subject (Specify)  LUNCH	Subject (Specify)  LUNCH

<b>5</b>	To: 12:40					
<b>6</b>	From: 12:45	Subject (Specify)				
	To: 1:30	MATH WORKSHOP	MATH WORKSHOP	LIBRARY	SCIENCE	MATH WORKSHOP
<b>7</b>	From: 1:35	Subject (Specify)				
	To: 2:20	SOCIAL STUDIES.	SOCIAL STUDIES	WRITING WORKSHOP	SCIENCE	SCIENCE

Our Free Standing ESL Model is push in and pull out. Moreover, in grades 3-5 my ESL teacher pushes in and co teaches because the children are all at the Advanced Level and are working on academic language. Our beginning and Intermediate students receive state mandated double blocks of time for instruction daily, equaling the 360 minutes that they need for instruction. As a group they are either pulled for instruction or the teacher pushes in. Organizationally, ELL's are not placed in CTT Classes, they are heterogeneously grouped and proficiency levels are mixed. Within the classrooms the students are grouped for differentiated, small group and one on one instruction. This also allows me to maximize my ESL Teachers' support within the classroom.

In compliance with the mandated time frame, all beginners and Intermediate ELL;s receive 360 minutes of instruction per week and Advanced ELL's receive 180 minutes of instruction. While learning reading, writing, listening, speaking and thinking skills in order to attain English language proficiency, our ELL students are immersed in the Balanced Literacy approach of learning where they are actively involved in a learning process, working in cooperative learning groups, and engaged in differentiated instruction that addresses the individual needs of each student. Instruction is aligned with academic content area curriculum and is standard based, as the year unfolds CORE Standards will be weaved into all content areas. It builds upon student strengths and interests and supports what's being taught in the classroom, as a school we practice the Principals of Learning with a strong emphasis on Academic Rigor in a Thinking Curriculum.

The teaching materials include high interest multi genre authentic literature, manipulatives, visuals such as picture cards, audio CD's and cassettes, as well as interactive CD Rom's for computer use. This year we will continue to reinforce our Words their Way Program by adding a Words Their Way Resource Component to the ESL Program.

Students are immersed in print and language rich environments, which allow them to build their schema and back ground knowledge not only from literature but also from on going field trips and hands on activities throughout the year. Instructional strategies are highly differentiated and aim to increase reading comprehension and writing skills, as well as critical thinking and speaking skills. Scaffolding is highly used in instruction for ELL;s Modeling, Bridging, Contextualization, Schema Building, Metacognitive Development and Text Representation are the types of instructional strategies on which instruction is based. In addition, strategies and skills that my ESL Teacher attained at ESL QTEL and BETAQ workshops are highly implemented during instruction at all grade levels. Moreover, there is an on going articulation between ESL and general ed. Teachers, our

ELL's are the focus on Inquiry Teams, SAT Teams, as we are always thinking best practices and approaches that best fit the needs of our ELL Students. Lastly, while in some cases we do pull out ( 1-2), the emphasis is on pushing in and team teaching.

**SIFE**-Students with interrupted formal education; as defined by the SED-ELL's *who have entered a US school after second grade; have had at least two years less schooling than their peers; function at least two years below expected grade level in reading and mathematics; and may be pre literate in their first language.*

We have no SIFE students however, we are prepared to address the needs of any students who have had interrupted education in the following ways:

- Students are received like all other students and go through the process that all other new students to our school go through. The Parents are interviewed immediately and all measures and efforts are taken to access information that can assist us in ensuring that the child is appropriately placed.
- The Home Language Identification Survey is carefully filled out by the parents (in the language spoken at home), with the assistance of one of the team members. Immediately following this, the child is LAB R'd, any child who scores at or below proficiency in the English LAB R and speaks Spanish will be LAB R'd in Spanish. Our goal is to determine their language dominance. Immediately following the parent orientation the child is placed in a program of the parent's choice for the duration of one year. According to the new mandates, children who enter the US Public School system after April 1, 2010 are exempt from the ELA exam, but will take the NYSESLAT in lieu of the ELA and the NYSESLAT will determine promotion. This year we have 4 students exempt from taking the ELA exam.
- Our instructional goal with SIFE students is to engulf them in a risk free environment that promotes student learning and social interaction. Noting that many times they are 2 or more levels behind, the goal is to target their academic needs rigorously and ensure that the support provided is long lasting. Bilingual materials will be made available for them such as; dictionaries, glossaries, native language materials in content areas, as well as the use of visuals and manipulatives. Instruction is differentiated depending on student needs, small group, and one on one instruction is provided.
- Students found to need additional support services such as speech, OT, PT, counseling will be referred for further evaluation so that their needs will be addressed.

Instruction for newcomers is language rich. Students are immersed in academic and social language through out the school day. Instruction is differentiated in and out of the classroom, and during extended day. For example; children are grouped

heterogeneously and all types of visuals, manipulatives, computer software and smart boards are used to promote language acquisition in listening, speaking, reading, writing and thinking. We enhance their background knowledge and schema by immersing them in multi cultural themes and learning experiences. We also tap into their cultural background knowledge to engage them interactively in rich language experiences that celebrate their cultural differences and similarities. As a school community Cultural Diversity is celebrated in many ways, read alouds, author studies, assemblies, project based learning, music and art.

Students who receive extension of services (4 – 6 years of service) are immersed academically in all school wide instructional programs, activities, trips and events. We have AIS services which provide students with small group and one on one additional support. Our Reading Recovery Program services first grade ELL's, our Early Childhood AIS Teacher also works with ELL's in small strategy driven guided reading groups, and our AIS Math/Reading (Upper Grade) Teacher also works with former ELL's and ELL's that have obtained advanced proficiency in reading and writing. Extended day services are differentiated and based on the needs of the students, for example new comers are grouped for rich language experiences through readers theatre, poetry, music and art. Students with extension of services are grouped for intensive strategy building and, academic driven intervention that is rigorous and aligned to their academic goals. It is also ensured that students with IEP's receive their related service mandates and all IEP goals are met via small group intervention. All modifications for current ELL's and former ELL's are integrated into the class setting to prepare for test taking, students receive time and a half, separate locations, are allowed to use dictionaries and glossaries and are allowed 2 reads of the listening passage. The following methods and approaches are a school wide practice:

- Use of leveled libraries
- Use of manipulatives for math, and other content areas
- Inquiry / Project based learning
- Hands on, exploratory and investigative learning
- Use of visuals, music, theatre art and dance
- Use of computers, software, smart boards, educational games
- Homework help
- Small group / one on one intervention
- Response to Intervention

- Use of exemplars and reflection for self-monitoring and benchmarking student work.
- The use of Words Their way, Grammar and the unpacking of juicy words, juicy sentences and juicy paragraphs.
- Workshop Model and the Teachers' College Reading and Writing Project
- The use of TCRWP Assessment package, Narrative Assessment Tool for writing, Acuity, ARIS for monitoring student progress
- For the 2010-2011 School Year we will increase Targeted Grade Level inquiry work to four times a month.
- Monthly Focused Parents as Learning Partners sessions.

Title III Monies are also used to purchase materials for classroom use and to enhance and continue to rigorously develop the language skills of all ELL's through theatre, dance, art and music. We are a school wide project school, thus ELL's are included in everything we do that enriches the students scholarly lives. We are currently the recipients of a Century 21 Grant and all ELL's have been invited to participate in this enrichment based program.

Long term ELL's are carefully monitored by the Inquiry Team. Formal and informal observations by classroom teacher and other staff, intensive intervention, and out reach to families are a few of the methods we use to assess and address the needs of long term ELL's. When as a school we have exhausted all means of addressing their academic needs, students are referred to the School Assessment Team for an Educational Evaluation. Experience has taught us that many of these students come from homes where parents lack formal education in their own native language, are functionally illiterate and parental involvement in school is very limited not because of their limits academically, but because their work schedules consume their lives. Our goal is to find a way to address their needs and the needs of their families. All ELL students are invited to attend the Summer School Regional Programs. Parents are invited to attend all instructional, curricular workshops provided by the school, local community based organizations and ESL Classes that might be offered free of charge. Parents who attend school workshops are given materials to use at home with their children, and translated materials and information are consistently sent home and provided at parent workshops.

#### Professional development and Support for School Staff

At P.S. 38, Professional learning is an ongoing journey. As planned, administrators, teaching assistants, and parents will participate in staff development sessions addressing such areas as the CORE Curriculum, CORE Standards, and how ELL

students gain access to it. Moreover all professional development provided by the Regional ELL Instructional Support Specialists will be attended by staff and our ESL Teacher who will in turn be provided with the opportunity to turn key the information. All teachers will be provided the opportunity to complete the 7 1/2 hours of ESL Training for G.E. teachers and the 10 hours for SP. Ed. teachers.

At School Leadership Teams our ESL Teachers has trained all parties on the LAP, Part 154, NYSELAT, mandates by sub group and shared samples of the NYSELAT exam with the team so that they are not only familiar with these documents, assessments and policies, but also so that they can serve as liaisons to parents who inquire about our English as a Second Language Program. Moreover, we trained a team of teachers to help administer and score the NYSELAT, we realized years ago that one ESL Teacher cannot address the ELL demands of our students in an effective and timely manner, and we also needed the staff to better understand the purpose for this exam, the format of this exam and what is expected of students to do.

ESL Professional Learning is in progress, our teachers do employ a series of methods and approaches that support our ELL's in the classroom. For example, vocabulary is carefully introduced and associated with what they know, when themes are developed a great deal of time is taken to build background and use their schema to scaffold their learning. Teachers are provided with glossaries and dictionaries that our ELL Students have access to, and the use of. Cooperative learning techniques, small group, one on one, use of visuals and hands on materials and partnerships for oral language development for accountable talk are a common practice in the school. The LAP Policy will be shared with the entire staff during the November Faculty Conference with an emphasis on differentiating instruction and refining our practice with ELL's. Lastly, I will continue to send my ESL Teacher to ESL PD and to the CORE Training Sessions, and teams will be sent to all Teacher's College ESL reading / writing workshops. It is our goal to build the capacity of all of our teachers so that they can deliver high quality instruction.

Tile III funds will be used for an extended day enrichment program. Grades 1-2 will be exposed to Readers theatre with Marquis Studios and grades 3-5 will work closely with a GE Teacher and the ESL Teacher in a creative writing workshop. Our goal is to immerse them in writer's workshop with an emphasis on Narrative Writing. Additionally, in order to continue to support classrooms, some of the monies will be used to continue to purchase dictionaries, multi lingual leveled books to enhance native language skills, big books, multi cultural trade books, social studies books, poetry books, art materials and music.

### **Assessment Analysis**

**The 2009-2010 NYSELAT results indicate** that the bulk of our ELL's are Advanced, 19 students are advanced, 9 students are intermediate and 10 are beginning. The advanced students are immersed in deep and rigorous academic instruction with a strong emphasis in high order thinking skills. They are also immersed in writing across the content areas, and in addition to

ESL services they also receive small group AIS intervention, participate in our rich Title III program which blends theatre, dance and art in reading and writing and they also are invited to attend our Century 21 Project S.M.A.R.T.S program which is enrichment and homework help. The Intermediate ELL's and beginning ELL's are also immersed in a rich and rigorous curriculum.

As noted on the NYSELAT Modalities Analysis and NYStart data 38% of our students (61 tested in all) obtained proficiency in reading and writing, grades K – 5. In grades K -1 38%, grades 2-4 40% and in grades 5-6 29%. In reading and writing 33% of the students obtained proficiency. In grades K -1 33%, grades 2-4 30% and grades 5-6 40%. This demonstrates that our rich and rigorous oral language program is highly effective. In the sequence of language acquisition reading comprehension and writing take longer to acquire than listening and speaking. Therefore we will continue to grow and strengthen our rigorous academic program and will continue to develop the students academic language in reading, writing and math with the expectation that more and more students will obtain proficiency. During the 2009-2010 school year 21 students of the 61 tested obtained proficiency. The majority were in grades 2 – 4.

Our data inquiry team examines NYSELAT data carefully and all teaching and learning decisions are closely aligned to how students move along the continuum. We use the data to group children for our day AIS program, targeted groups, and extended day program. If we note that a child or group of children are not making gains (this is not our case), we immediately contact the parent of the child and discuss our concerns and collaboratively we develop an action plan. If there continues to be no progress, the parents are contacted again and once all intervention measures are assessed and discussed with the parent, we make further recommendations for additional testing so that the child's need's can be addressed. If the parent refuses, we continue to support the student to the best of our ability.

As indicated on the ELA and Math Standardized exams our ELL students are mostly meeting basic standard, this shift occurred when the State reconfigured the scores, up until then our students were meeting or exceeding the standards. We will continue to rigorously address their needs in hopes that they will meet proficiency standards in ELA and Math according to current State Standards. Though our students are provided with tests in their native language, they choose to test in English and have demonstrated their ability to address this exam in English formidably.

**Periodic Assessments**-We do not do the ELL Periodic Assessments. ITA's and Predictives and TCRWP Assessments and EPAL are used with our ELL's. The data is carefully analyzed by the Inquiry team and classroom teachers. Patterns and trends are examined carefully, and the data is used to target support, provide rigorous core academics and focus on academic language development and literacy. We as a school use the Teacher's College Reading and Writing Project Assessment Package-this information gathered is used to create targeted support for ELL's in reading, writing, and word study. Overall, our ELL program is highly effective. Our data consistently has shown that our ELL's are making gains.

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**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.

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**Professional Development and Support for School Staff**

At P.S. 38, Professional learning is an on going journey. As planned, administrators, teachers, and parents will participate in staff development sessions addressing such areas as the Core Standards, Curriculum and Instruction NYCESLAT, ARIS and how ELL Parents gain access. All teachers will be provided an opportunity to complete the 71/2 hours of ESL training. This year teams of teachers will attend the following regional Monthly ESL workshops:

- **October – June CORE Standard Training for Teachers of ESL**

Additionally at School Leadership Team Meetings our ESL Teacher has turn-keyed information for all parties on the LAP, Part 154, NYSELAT, mandates by sub group and shared samples of the NYSELAT exam with the team so that they are not only familiar with these documents, assessments and policies, but also so that they can serve as liaisons to parents who inquire about our English as a Second Language Program. Moreover, we trained a team of teachers to help administer and score the NYSELAT, we realized a couple of years ago that one ESL Teacher could not address the ELL demands of our students in an effective and timely manner, and we also needed the staff to better understand the purpose for this exam, the format of this exam and what the NYCELAT assesses and teachers analyze implications to inform their instruction.

ESL Professional Learning is in progress, our teachers do employ a series of methods and approaches that support our ELL’s in the classroom. For example; vocabulary is carefully introduced and associated with what they know. When themes are developed a great deal of time is taken to build background and use their schema to scaffold their learning. Teachers are provided with glossaries and dictionaries, as well as multilingual books to support classroom libraries that our ELL Students have access to. The use of, cooperative learning techniques, small group, one on one, use of visuals and hands on materials and partnerships for oral language development for accountable talk are a common practice in the school. The LAP Policy will be shared with the entire staff during the November Faculty Conference with an emphasis on differentiating instruction and refining our practice with ELL’s and an integration of Response to Intervention strategies. Lastly, I will continue to send my ESL Teacher to QTEL sessions, and teams will be sent to all Teacher’s College ESL reading/writing workshops, and the regional ESL Professional Learning Sessions. It is our goal to build the capacity of all of our teachers so that they can deliver high quality instruction.

## **Parental Involvement**

The Parent Coordinator, Mercedes Chow, pays particular attention to parents of ELL Students, especially those who are newcomers to the English Language School System. All staff members at our school make it a priority to create a welcoming environment and address all the questions and concerns that might arise during the school year. In cooperation with the ESL teacher, meetings and workshops are being held several times during the year. Parents and families are encouraged to participate in the Parent Orientation for new arrivals at the beginning of the year upon their registration. Also, several workshops are offered to the parents so that they can learn more about ESL and other programs offered in our school for ELL students, as well as State standards, assessments and school expectations. Our Parent coordinator works diligently to assist all parents of ELL students in completing and submitting their Annual Parent Surveys. As a result, for the 2009-2010 school year we had 100% Parent Surveys. Additionally, she works one on one with all ELL parents to initiate the ARIS log on process so that they have access to their child/children's data. Parents are invited to attend annual Parent Symposium for parents of ELL's, where they have an opportunity to learn more about programs, methodologies, strategies and skills they can practice at home with their children in English and in families' home language. All the documents, notices and meetings are offered in their home language. Parents are encouraged to become members of the PTA, and are invited to participate in Family Nights, Parents as Learning Partner days, assemblies, and all other activities and events throughout the course of the school year. In collaboration with the YMCA-New American Welcome Center, ESL classes will be offered Mondays and Wednesdays at our school beginning in September 2010 – June 2011. In addition, as part of our Century 21 Grant all parents will be invited to participate in a series of Parent Workshops provided by United Activities Unlimited at I.S. 2, these workshops will include ESL Classes, Technology Classes and Parenting Classes. Additionally, all ELL students are invited to attend summer school to sustain their academic performance.

**Section III. Title III Budget**

**School:** Public School 38      **BEDS Code:** 31R038

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$4000	<b>1 ESL Teacher Per Session 40 hours x \$50.00 = \$2000</b> <b>1 Classroom Teacher Per Session 40 hours x \$50.00=\$2000</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	\$8100	<b>Resident-Marguis Studios / Reader;s Theatre 20 Weeks -Cost \$8100</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$2900	<b>Enrichment materials-Multi Lingual / Multi Cultural Books, and Visual Arts Supplies \$2900</b>
<b>Educational Software (Object Code 199)</b>		
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

### **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**

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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.

Parent Survey Language forms are used to determine language dominance of both students and parents. Moreover, when parents come in for formal or informal conferences language dominance is also determined. Every attempt is made to communicate with parents. Spanish and Russian interpretations are available at the school level. Central Translation services have been used to translate forms and letters in languages other than the languages spoken and available at the school level.

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

The major findings are that parents who speak a language other than English do need interpretation services. The two languages that are of dominance within our ESL population are Spanish and Russian. These findings are communicated to the school community via PTA meetings, SLT meetings, Executive Board meetings, Faculty Conferences and letters and memos sent to all constituencies. Additionally, the School Report card is visited frequently throughout the school year to discuss ethnicity and other data that is pertinent to our English Language Learners.

## **Part B: Strategies and Activities**

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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.*

Most letters and forms are translated in Spanish and Russian at the school level. All other letters that do not come from Central are sent to the Translation Service that is provided by Central to translate. We have been fortunate that all translation that is needed at the school level is provided.

2. *Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.*

Oral interpretation is available to all parents who speak Spanish and Russian. My Parent Coordinator and I speak fluent Spanish and my ESL Teachers speaks fluent Russian and can also communicate in Spanish. Thus far, oral interpretations are available and parents know that they can communicate their concerns to any one of us at any given time.

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>.*

All letters are translated in Spanish and Russian and if need be letters needed in other languages are sent to the Central Translation Services for translation. Oral Interpretations are available in Russian and Spanish and children in need of evaluations in a language other than English are assessed in the language of the home. When the school is not able to provide the translation services, the school reaches out to the Region for support. I have a Translation Coordinator who sends to Central letters, forms, flyers that need to be translated into languages other than the languages spoken at the school level.

<p><b>Goal:</b> 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.</p>	
<p><b>ACTION STEP – WHAT needs to be done to accomplish goal?</b></p> <ul style="list-style-type: none"> <li>➤ Refer to specific actions, strategies, and activities described in Part B.</li> </ul>	<p>By June of 2011, through the translation services provided by Central, Region 7 and the School parents will receive whenever feasible notification of all school events and activities in the language of the home. Additionally, oral interpretation is available and will continue to be available at the school level in Spanish and Russian.</p>
<p><b>WHEN?</b></p> <ul style="list-style-type: none"> <li>➤ Implementation Timeline: Start/End Dates, Frequency, and Duration</li> </ul>	<p>Monthly September 2010 – June 2011. Ongoing</p>
<p><b>BY WHOM?</b></p> <ul style="list-style-type: none"> <li>➤ Person(s) or Positions(s) Responsible, including supervisory point person and translation and interpretation service providers (* denotes Lead person)</li> </ul>	<p>ESL Translation Coordinator Parent Coordinator Principal, Everlidys Robles ESL Teacher DOE Translation Unit</p>
<p><b>SUPPORT</b></p> <ul style="list-style-type: none"> <li>➤ Resources/Cost/Funding Source (including fiscal and human resources)</li> </ul>	<p>Language Translation and Interpretation Funding (<b><i>Title III Translation Allocation \$2106; Tax levy Translation Allocation \$1691</i></b>) Central Translation Services</p>
<p><b>INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT – How will the school know whether strategies are working?</b></p> <ul style="list-style-type: none"> <li>➤ Interval of Periodic Review</li> <li>➤ Instrument(s) of Measure; Projected Gains (include types of documents that will be collected as artifacts)</li> </ul>	<p>Periodic Parent Review Projected gains in attendance at Parent Events, Activities, etc. Tally of parents coming in for Translation services. 100% Parent survey submission 2009-2010 Number of parents logging in to ARIS Positive feedback sheets from meetings and P.D. provided to parents.</p>

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

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

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$205,950	\$9,813	\$215,763
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,060		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$98	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$10,298		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$491	
6. Enter the anticipated 10% set-aside for Professional Development:	\$20,595		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$981	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2010-2011 school year: \_\_\_\_ 100% \_\_\_\_

9. If the percentage of high quality teachers during 2010-2011 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.

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

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

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

## Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL (PIP) and PARENT COMPACT

### 1. School Parental Involvement Policy

Public School 38 and the parents of the students participating in activities, services and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share that responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

#### I. General Expectations

Public School 38 agrees to implement the following statutory requirements:

**Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

- To conduct an annual meeting of Title I parents as well as monthly updates, to inform them of the Title I program and the expectation that they will be involved.
- To offer a number of meetings at various times and to work with parents to eliminate barriers to their attendance.
- To actively involve parents in planning, reviewing and improving the Title I and parent involvement programs.
- To provide parents with timely information on programs.
- To provide performance profiles and individual student assessment results for each child and other school district information.
- Hold parent teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in the fall and again in the spring. Additionally, parents are encouraged to observe classrooms at any time they wish and if a situation arises that demands immediate attention, round table conversations are arranged.
- Progress reports are provided for parents of students who are monitored on an ongoing basis.
- Parents are assured that they may participate in appropriate development activities, workshops in reading, writing, math, science and social studies, assessments, and Core Standards, as well as other school related topics.

- To provide parents of students in need of additional support with related services, Academic Intervention Services, SETSS, Reading Recovery, and Enrichment programs that meet and or address the needs of their children.
- Parents will have reasonable access to staff and data in the following ways:
  1. Progress Reports
  2. Report Cards
  3. Informational Memos
  4. Parent / Teacher Conferences/Open houses
  5. Round Table Conversations
  6. Preps used for parent / teacher conference
  7. Classroom observation
  8. Classroom Celebrations
  9. Kindergarten and First Grade Orientation and Open House
  10. Grade Curriculum Meetings held in September
  11. Instructional, interactive Monthly Parents as Learning Partner Sessions
  12. Phone conferencing
  13. Parent Workshops
  14. ARIS Parent Link
  15. Parent Coordinator
  16. PTA
  17. School Leadership Team Meetings
- Parents will be provided with the opportunity to volunteer and participate in their child's school wide activities in the following ways:
  1. Visit school during open school week and curriculum conferences
  2. Classroom orientations
  3. Cromwell Café
  4. Read Across America Day
  5. Reading Volunteers
  6. Plant sale
  7. Parents as Learning Partners Monthly Sessions
  8. Title I Parent Committee and Title I Trips
  9. Monthly PTA and Executive Board Meetings
  10. Evening with an author and Teddy Bear Night (Literacy based)
  11. Picture Days

12. Fund Raising
13. Title III/Project S.M.A.R.T.S. Enrichment Program Culminating Celebrations
14. Classroom Celebrations
15. Community Art Day
16. Learning Leaders
17. Class Trips
18. Pumpkin Patch
19. Student of the Month
20. Holiday Fair
21. Book Fair
22. Annual Kickball game
23. Unified Games
24. School Spirit Day
25. Box Tops for Education
26. Penny Harvest
27. March of Dimes
28. Calling All Poets
29. The Bread of Life Food Drive, Notre Dame and Thanksgiving Community Food Drives
30. Talent Show
31. Title I Breakfast/ Luncheon
32. Parent Art Workshops
33. Monthly Grade Assemblies
34. End of Year Award Assemblies
35. Stepping Up Ceremonies
36. Marathathon through St. Jude's Children's Hospital

## II. Description of How School Will Implement Required Parental Involvement Policy Components

1. Public School 38 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.)
  - The School Leadership Team consists of a minimum of 3/maximum of 5 parents. The Title I Parent Committee consists of a minimum of 3 parents/maximum of 5 parents. The Executive Board consists of a minimum of 3 parents/maximum of 6 parents that reach out to the parent constituency in regard to parental involvement, our plans for the expenditure of Title I parent funds and programs, ELL Program expenditures, concerns, and all activities and events that take place throughout the school year including presidency, treasurer and recording secretary.
2. Public School 38 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

Parents will be included in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing and timely way; moreover the following forums will be used for sharing of information:

- At the first PTA meeting of the year all data from previous school year / implications for improvement are shared with parent constituency
- The School Leadership Team conducts learning walks and information gathered is used to improve the teaching and learning framework.
- At each monthly PTA meeting, Title I information that is current and related to data or school improvement is disseminated and shared.
- Parent workshop on the writing process and the components of the process-Units of study in writing and Core Standards.
- Parent reading workshops: early and upper grade reading strategies and reading assessments and Core standards.
- Parent workshop on social studies –What is meant by inquiry / project based learning and Core Standards.
- Parent workshop on the scientific method and the workshop model in the teaching of science. What does “hands on”, mean? (Core Standards)
- Parent workshops on accessing data from the internet such as Instructionally Targeted Assessments, Predictives, Grow Reports and ARIS.
- Parent workshop on Standardized Data and its' implications.
- Various ELL parent workshops
- Parent workshop on homework and effective homework help.
- Parent workshop on the Everyday Math program and the Reference Guide provided to each student per grade level and Core Standards.
- Parent workshop on the use of manipulatives in problem solving

- Parent workshop on New State Testing expectations, format
  - Parent Art workshops aligned to Blue Print for the Arts
  - Parent workshops on various Family Living Topics
  - Effective Parental Involvement activities also include: Evening with an author, Teddy Bear Night, Community Art Day, Monthly Parents as Learning Partners, Learning Leaders, Parent Trips, and several fund raising activities sponsored by the PTA.
  - Careful planning and scheduling of I.E.P conferences to articulate and inform parents and update goals.
  - Workshop on How to Make A Science Fair Project and the process.
  - School-wide policy that parents must attend Parent Teacher conferences to receive child's report card.
  - Workshops on School-Wide Discipline Code and the Respect For All Policy.
  - Parent orientations.
3. Public School 38 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:
- Hold an annual meeting to inform parents of the school's participation in the Title I Part A programs, and to explain the Title I Part A requirements, and the rights of parents to be involved in Title I Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I Part A programs.
  - Parents will be provided with information in an understandable format including alternative formats and in a language that parents can understand.
4. Public School 38 will distribute exit slips/reflection/feedback sheets to parents participating in school-wide functions and activities. These evaluations will include comments, ideas, suggestions and reflections. This information will be utilized as a needs assessment to design and revise more effective parental involvement.

5. Public School 38 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

**A.** The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described below:

1. *The State's academic Core Content Standards*
2. *The State's student academic Core Achievement Standards*
3. *The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:*
  - Through open communication between parent coordinator and parent constituents.
  - Through a series of parent workshops standards per grade will be reviewed in a variety of ways so that parents understand the difference between academic content standards and the State's Student achievement standards.
  - Through a series of parent meetings with PTA and in the classroom with targeted grades parents will be informed about the kinds of assessments and tests that will be administered to students, as well as the expectations of City and State officials in regard to promotional criteria.
  - Parents will learn how to use the internet to access reading and math data. Acuity/ARIS assisted by Parent Coordinator
  - Parents will learn how to monitor their children's progress over time and be informed of proficiency levels their children are expected to attain. Parents will learn how we use items analysis to support student achievement through intervention and enrichment programs.
  - Parents will be provided with materials and strategies to help their students with homework

**B.** The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy/math training, and using technology, as appropriate, to foster parental involvement.

**C.** The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal, Assistant Principal, and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Parent / Teacher Conferences
- Progress reports / Periodic Reports
- Round Table Discussions with School Assessment Team
- Annual school events and activities
- AIS Intervention letters
- Monthly School Leadership Team Meeting
- Monthly Executive Board Meeting
- PTA meetings
- Monthly Parents as Learning Partners
- Reading Volunteers
- Title III Celebrations/Project SMARTS celebrations
- Leadership Team meetings
- Tri-annual Attendance update memos

6. Open communication between Parent Coordinator and parents as well staff.

## **2. School-Parent Compact**

The name of our school's representative to the District's Title I Parent Advisory Committee is: **Phyllis Ferezza**

### **Parent Responsibilities**

We as parents will support our children's learning in the following ways:

- Supporting my child's learning by making education a priority in our home
- Making sure my child is on time and prepared for school
- Monitor attendance ( 90% or higher)
- Talking with my child about his / her school activities everyday
- Scheduling daily homework time
- Providing an environment conducive for study
- Making sure homework is completed
- Monitoring the amount of television my children watch
- Volunteering in my child's classroom
- Participating, as appropriate, in decisions relating to my children's education
- Promoting positive use of my child's extracurricular time
- Participating in school activities on a regular basis
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate
- Reading together with my child every day
- Parent Readers
- Providing my child with a library card
- Communicating positive values and character traits, such as respect, hard work, responsibility, and respect for all.
- Respecting the cultural differences of others
- Helping my child accept consequences for negative behavior
- Being aware of and following the rules and regulations of the school and district
- Supporting the school discipline policy and our vision of "Respect for All"
- Support school policies
- Express high expectations and offer praise and encouragement or achievement
- Complete parent surveys
- Check child's folder
- Sign and send back all forms in a timely manner



## **Community Service Plan:**

The following events were created and established at P.S. 38 to give back to the community and facilitated in the moral development of our student body, teaching staff, and parent constituents. Our dedication and commitment to building community and becoming productive and caring citizens is derived from our School Mission Statement:

*Our vision is to be:  
the smartest  
the best and the brightest  
people we can be  
through our words and our actions.*

*We commit ourselves to being:  
responsible  
kind  
caring and giving  
members of the community.*

*Our school community believes that:  
by working and learning together  
we will achieve  
our goal of becoming  
curious, life-long learners.*

### **Our Community Service Plan for 2010-2011 includes but is not limited to:**

- Penny Harvest
- Bread of Life Food Drive, Notre Dame and Thanksgiving Community Food Drives
- March of Dimes Walk
- Turkey giveaways for families in crisis
- School-wide Valentines distributed to Staten Island Hospital and Island Shores Senior Residences
- Holiday Caroling at Island Shores Senior Residences
- Saint Judes Research Hospital Marathon
- Community Resource speakers: D.A.R.E. / Bullying Program Precinct 122

## 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.

A comprehensive needs assessment was administered through the establishment of our Data Inquiry Team 2008-2009 school year and feedback from our School Leadership team learning walk. The inquiry team engaged in and continues to engage in bi-weekly meetings to review, analyze, and discuss both hard and soft student data including formal and informal assessments. We use our findings and implications of data to create plans of action to improve student performance and achievement.

In addition our Leadership team meets monthly to discuss school needs

Needs:

- a. Continue to provide AIS and extended day to all level 1s and 2s
- b. Building wide monitoring of lowest third in every class by classroom teacher
- c. Continue intense data driven instruction
- d. On going Inquiry Team work monthly as well as weekly grade data team meetings.
- e. Integrate Inquiry building wide at faculty conferences to monitor grade level and class level data and progress.
- f. Target 15 (4<sup>th</sup> graders) lowest 1/3 in math/reading
- g. Establish two fifth grade targeted groups for extended day to sustain the previous year's targeted 4<sup>th</sup> grade group.
- h. Continue to monitor and adapt IEP methods of instruction and implement action research
- i. Refinement of basic math skills/early reading strategies and the seven essential reading skills.
- j. Monitor and close achievement gap between boys and girls in reading
- k. Meet the needs of the large number of students performing on level 3 who continue to need to be challenged to move them to 4's
- l. Continue to support ELLS-Title III program/Bring in residents to support ELLS and ESL teacher
- m. Establish enrichment programs for level 3 students Project SMARTS
- n. Continue to drive our attendance initiative

- o. Continue to provide on-going parent workshops aligned to grade level expectations, standards, and student achievement so that parents can support our initiatives.
- p. Establish professional learning teams to create support intervention plans for tier 1 and tier 2 students.
- q. Continue to embrace and understand the RTI model for classroom as well as school-wide use and share implications with parents.

The following data is used:

- TCWRP (running records)
- Teachers College Narrative Assessment Tool for writing
- ACUITY/ARIS
- State ELA and Math results
- LAB-R/NYSESLAT
- Teacher observations-conference notes, exemplars , rubrics, student samples, etc.
- EDM Unit Assessments.
- Portfolios

2. School-wide reform strategies that:

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

## 2. School-wide reform strategies:

During the School Day:

- Early Success- guided reading AIS
- Reading Recovery Teacher
- Math AIS/Reading and Targeted 15 groups
- ESL services
- Targeted early intervention Reading Group

Before/After School Services:

- Extended Day
- Enrichment groups/Project S.M.A.R.T.S.
- Title III supports
- Title I Saturday Test Prep Academy
- Literacy Playhouse –Saturday Program for grades 1 and 2
- Leveled Library Intervention
- Explode the Code
- Wilson
- Project S.M.A.R.T.S.

Methods and Instructional Strategies:

- Teachers college Reading and Writing Project Units of Study
- Inquiry and project based methods used for content areas
- FOSS Kits for science/Hands on learning
- Response to Intervention-Pre-referral articulation and planning.
- Pupil progress team meetings (Related services, reading recovery, AIS, Principal and A.P.)
- SAT School Assessment Team Meetings (school Psychologist, guidance counselor, IEP teacher, Principal and A.P.)
- Every Day Math: Hands-on learning
- Studio In A School art program for enrichment of content areas(push in)
- New Teacher mentoring Program
- Wilson
- SMART Boards
- Explode the Code

- Leveled Library Intervention
- Differentiated Instruction (to, with, and by)
- Summer enrichment program for ELLS
- Scope and sequence
- Reading Volunteers
- Use of Pre-Referral Intervention Manual
- Language –rich environment
- 90 minute reading block
- Writing workshop
- Continued professional development in and out of building
- Continued ongoing work with Teacher’s College Staff Developer

### **3. Instruction by highly qualified staff.**

All P.S. 38 teachers are highly certified. Teachers are provided with intensive high quality professional development. The school has an AIS math/ literacy teacher who provides ongoing support to classroom teachers and attends T.C. coaching sessions and regional math workshops. Additionally teachers are supported by an instructional Assistant Principal and the Principal both whom are highly trained in instructional methodologies and a thinking curriculum. Additionally, the Region has supported teachers by the development of Apprentice programs and writing/reading seminars and conferences at Teacher’s College that have provided teachers with additional high quality professional development. (Please note that the BEDS Surveys shows that one of my teachers is not highly qualified, however she is. She is my library teacher, she holds a master’s degree, not in library science. She is not a librarian, she is a library teacher.

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.

The school is implementing high quality professional development. Our professional development is data driven and closely aligned to the needs of students. We conduct professional development through a variety of research based strategies drawn from the New York City Professional Standards and National Council of Staff Development. These strategies include: job embedded support such as in class demonstration lessons and modeling of research based strategies provided by the school based math/reading AIS teacher and instructional A.P. In addition, teachers will continue to meet in study groups to discuss and or research specific topics or issues that assist in developing best practices. Inter and Intra visitations will continue to take place. These visitations allow teachers to learn and benefit from other’s expertise and experiences. Teachers are also provided support

from ISC instructional supports and outside CBOs. Our Staten Island Foundation Grant awarded us funds and supports teacher development by providing high quality professional development through Columbia Teachers' College. P.S. 38 teachers regularly attend content specific lectures. In addition to that, two T.C. staff developers work with teachers in house regularly through out the school year. Training on how to navigate as well as interpret data in Acuity continues to take place. Our school has a new teacher induction committee of 6 members. This committee provides guidance on how to support our new teachers in the classroom, with related services, and provides them with instruction on how to navigate the MTS (Mentor Tracking System) to enter/log-in interaction hours, and progress on the Continuum of Teacher Development.

With the implementation of the Response to Intervention Model (RTI), teachers will be trained to look more closely and plan more effectively for student needs. The sharing of current trends on the writing of IEPs will also be part of our professional development.

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

A coordinated effort by the Region and DOE in posting and disseminating information about job openings and interviews. P.S. 38 has a collaboration with the College of Staten Island, Wagner College and Teacher's College, thus if an opening occurs we are able to hire teachers that are certified. The school provides intensive high quality professional development to teachers. It ensures that teachers have a solid understanding of literacy and math. Moreover, P.S. 38 has teacher leaders on each grade level that provide coaching and modeling for the other teachers on their grade. We have professional school environment that is welcoming, supports staff, and has a well defined, followed through discipline code. We have a progressive approach to intrinsic learning of all content areas with an integration of the arts. In addition we have reduced class size and respect cultural diversity. Our curriculum is standards based and data driven and we follow a well organized school day. We foster open lines of communication with our teachers, administration, and parents.

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

The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Parent / Teacher conferences
- Progress reports / Periodic Reports
- Round Table Discussions with School Assessment Team
- Annual school events and activities
- AIS Intervention letters
- Monthly School Leadership Team Meeting
- Monthly Executive Board Meeting
- Monthly Parents as Learning Partners
- Learning Leaders
- Title III Celebrations
- Parent letters
- Parent workshops

The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement.

- Parent Art workshops
- Various Parent workshops on a variety of content areas and instructional strategies and methodologies, the learning process, assessment tools and data bases, test taking strategies.
- Parent workshops on various Family Living Topics
- Effective Parental Involvement activities also include: Evening with an author, Teddy Bear Night, Community Art Day, Monthly Parents as Learning Partners, Learning Leaders, Parent Trips, Family Math Night and several fund raising activities sponsored by the PTA.
- Careful planning and scheduling of I.E.P conferences to articulate and inform parents and update goals.
- Workshop on How to Make A Science Fair Project and the process.
- School-wide policy that parents must attend Parent Teacher conferences to receive child's report card.

**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.**

P.S. 38 is an all inclusive Community of Learners. Parents of Pre-School children are invited to attend ALL school functions, activities and events. They are invited to take tours, observe in classrooms and participate in all Professional Development activities. We ensure that articulation from Pre- School to Kindergarten appears seamless.

**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.**

- Instructional, and Student Assessment Team meets monthly to review, analyze and discuss student performance, progress, and needs derived from student data. Plans of action and next steps are put in place and monitored.
- Data Inquiry Team meets on a bi-monthly basis to look at individual student profiles, needs, patterns and trends in student performance, as well as individual class and grade wide progress.
- Faculty conferences angled toward grade and individual inquiry work.
- Professional development was provided to staff members in Acuity application as well as strategies to utilize this data to drive instruction.
- School Leadership Team

**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.**

At risk students are targeted and identified in the following ways:

- Teacher recommendation,
- School Assessment Team discussions,
- Inquiry Team data to form extended day groups and target students for academic intervention services within the day program,
- Articulation with related service providers,
- Teacher reflection of IEPs by updating goals 3x a year

- Teacher use of acuity to drive instruction and differentiate instruction
- Targeted AIS Groups
- Morning Test Prep Academies for ELA and Math
- Focused/skill based extended day groups
- IEP Teacher to monitor IEP updates and support teachers
- Implementation of modifications during basic instructional time
- Action research

**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.**

The school leadership team and the instructional team, whose membership includes but is not limited to the Principal, Assistant Principal, teachers, support staff, paraprofessionals and parents, ensure the effective coordination of services and programs for all of our students. In addition, the Principal meets monthly with the School Assessment Team to ensure the effective coordination of services provided to all students. The team ensures that funding sources such as Title 1, PCEN, ERRSSA, State Magnet are used to address the needs of targeted population.

## Section II: “Conceptual” Consolidation of Funds in a Title I School-wide Program (SWP)

### ***Explanation/Background:***

Title I School-wide 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, School-wide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a School-wide 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 School-wide 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 School-wide pool to support any activity of the School-wide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a School-wide 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 School-wide Program school has the use of all consolidated funds available to it for the dedicated function of operating a School-wide Program without regard to the identity of those funds.

Consolidating Federal funds in a School-wide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a School-wide 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 School-wide 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, School-wide 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 School-wide Program school must identify in its School-wide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated School-wide 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 School-wide 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 School-wide 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 school-wide 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 School-wide Program, the amount each program contributes to the consolidated School-wide 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" <sup>1</sup> Consolidated in the School-wide Program (✓)			Amount Contributed to School-wide 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 <sup>2</sup> 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						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

#### Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**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:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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

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

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

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

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> 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.

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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.

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

## **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>

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

### **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).

*Currently we have no students in temporary housing attending our school.*

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

*Students in temporary housing receive added support services: AIS, Extended Day Math Support, small group instruction that is data driven and on-going counseling by both my School Guidance Counselor and Social Worker. They get free breakfast and free lunch. There is an outreach by which we are in constant communication with NY Foundling and the Social Service Network that addressed their*

*needs outside the school system. In addition we will provide the children with backpacks, notebooks, pencils, and all materials they need for school. We replenish as needed and funds for all school trips activities, events are provided. The children lack for nothing in this school.*

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.

*Not applicable at this time.*

**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**

<b>School Name:</b>	P.S. 038 George Cromwell					
<b>District:</b>	31	<b>DBN:</b>	31R038	<b>School</b>		353100010038

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<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	34	19	18		93.5	94.4	93.5
Kindergarten	46	66	59				
Grade 1	61	56	67	<b>Student Stability - % of Enrollment:</b>			
Grade 2	62	64	57	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	58	59	61		94.3	93.7	94.5
Grade 4	70	66	61				
Grade 5	59	73	68	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		62.4	71.4	71.4
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		3	9	6
Grade 12	0	0	0				
Ungraded	0	2	0	<b>Recent Immigrants - Total Number:</b>			
Total	390	405	391	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	3	3

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<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	19	22	16	Principal Suspensions	8	10	14
# in Collaborative Team Teaching (CTT) Classes	44	41	43	Superintendent Suspensions	2	2	2
Number all others	18	23	26				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<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	0	0	TBD	Number of Teachers	35	34	38
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	11	12	5
# receiving ESL services only	46	56	TBD				
# ELLs with IEPs	1	7	TBD	Number of Educational Paraprofessionals	0	1	13

*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	94.3
				% more than 2 years teaching in this school	80.0	82.4	79.0
				% more than 5 years teaching anywhere	71.4	70.6	71.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	91.0	94.0	94.7
American Indian or Alaska Native	0.8	0.2	0.3	% core classes taught by "highly qualified" teachers	92.3	97.4	100.0
Black or African American	5.1	3.7	4.3				
Hispanic or Latino	23.8	24.4	25.1				
Asian or Native Hawaiian/Other Pacific	4.4	4.2	5.1				
White	65.4	66.9	65.2				
Male	50.3	49.1	50.4				
Female	49.7	50.9	49.6				

#### 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

<b>SURR School (Yes/No)</b>		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:

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	49.6	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	5.9	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	8.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	31.1						
<i>(Comprises 60% of the</i>							
Additional Credit:	4.5						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](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 <b>CFN - 604</b>	District <b>31</b>	School Number <b>038</b>	School Name <b>PUBLIC SCHOOL 38</b>
Principal <b>EVERLIDYS ROBLES</b>		Assistant Principal <b>NANCY MURILLO</b>	
Coach <b>N/A</b>		Coach <b>N/A</b>	
Teacher/Subject Area <b>EMMA DUKHOVNY - ESL TEACHER</b>		Guidance Counselor <b>STACY KAPLAN</b>	
Teacher/Subject Area <b>KAREN HIGGINBOTHAM-RDG TEACH.</b>		Parent	
Teacher/Subject Area <b>-JUDITH ANASTASIO -IEP TEACHER</b>		Parent Coordinator <b>MERCEDES CHOW</b>	
Related Service Provider <b>JUSTINE BOLUSI</b>		Other <b>Nancy Kearns-Testing Coord.</b>	
Network Leader <b>GREG JEANICKY</b>		Other <b>type here</b>	

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

### C. School Demographics

Total Number of Students in School	<b>392</b>	Total Number of ELLs	<b>39</b>	ELLs as Share of Total Student Population (%)	<b>9.95%</b>
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## Part II: ELL Identification Process

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

## LANGUAGE ALLOCATION POLICY

### Part I –School ELL Profile

My Language Allocation Policy Committee consists of my Assistant Principal, the ESL Teacher, the IEP/AIS Teacher, the Reading Recovery Teacher, my Testing Coordinator and for parent outreach purposes my Secretary and Parent Coordinator.

### Part II – ELL Identification Process

During the initial intake one of the above committee members will take time to administer the Home Language Survey and oral interview, during this interview the teacher / administrator will make sure to clarify each question for the parent so that the information we are gathering is extensive and accurate and clearly depicts the linguistic and academic background of the child. Please note that the HLIS form is available to parents in their own language, translations services are provided when needed. Immediately following this intake the child is LAB R'd. The ESL teacher will then schedule a parent orientation at which time the Parent will view the CD and learn about language support programs that are available, then they will select one of the 3 programs offered, Dual language, Transitional Bilingual or the Free Standing ESL Program. A thorough explanation of each program is provided in the parents native language. At these orientation sessions which are ongoing, parents are clearly informed that once we have a group of 15 children of the same language group a bilingual class can be formed. Parents are also informed of programs available to them in the District that might accommodate their children's needs if for some reason we do not offer the program and have placed them on a waiting list. We are very diligent about the parent selection forms and the home language survey form, no parent leaves the school without filling them out and participating in an orientation session. If for some reason they need to leave with the form, we ensure the form is returned. We contact the parent via phone and email and will do all that is necessary to ensure that the form is returned. Via letters, parents are informed of program placement. A binder is kept in the office with a copy of the CD and Parent Brochures for on the run registrations.

Besides one on one sessions and small group orientation sessions that are informative and inclusive of all administered assessments (ITA's Predictives, NYSESLAT), a NYSESLAT workshop is held annually. This NYSESLAT presentation is conducted by my ESL Teacher and Parent Coordinator. The ESL pedagogue clearly and explicitly demonstrates to parents the different parts of the NYSESLAT, what they are assessing, why it is administered annually, and how we prepare our students for this exam. Parents are informed that students are evaluated annually until they demonstrate proficiency. Parents are also informed that children in grades 3-5 also take the ELA (other than those exempt for a year). The difference between both exams is carefully explained and demonstrated to all parents.

Our ESL Teacher administers the LAB R for incoming students and parents are immediately notified of their ESL Status via letters that are sent home with each student in their native language. The letters have a sign off section that is returned to school. Please note that all letters are translated in all languages spoken, this ensures that parents are able to read all documents sent home. Moreover, within my school community the following languages are spoken and used for translation; Spanish, Russian, Albanian, Polish, Arabic, and sign language. Incoming students in grades K-5 from other public schools are researched on ATS to ensure entitlement and school records are immediately requested. ELL students who come in from other public schools are placed in a language program of their choice.

In examining the trends and patterns of the past couple of years we have noted that Parents continue to select our Free Standing ESL Program. Currently, it is the model of choice and though research says that Dual and Bilingual Programs are more successful than ESL Programs, our program has proven to be successful in regard to the number of ELL's that obtain proficiency annually, and demonstrate academic achievement on standardized exams. Thus far, program choice is aligned with parent requests, however should this shift, we will be prepared to offer parents what they want as long as funding is available and we have the number of students to open the class.

### PART III: ELL DEMOGRAPHICS

We currently have 39 ELL's serviced in a day. Our push in / pull out program services 5 groups a day K – 5. Students are grouped according to language proficiency levels (see table on LAP worksheet). Our subgroups indicate that we have a total of 39 ELL's, 27 are newcomers, 10 have been receiving ESL services for 4-6 years and of the 10, 2, students are in Special Ed. We also have 2 children who have been receiving services for more than 6 years, one is in a CTT class. Many children obtained proficiency thus our

numbers have decreased this year.

Our Freestanding English as a Second Language Program indicates the following language groups:

	K	1	2	3	4	5	Total
Spanish	3	6	3	3	3	2	20
Chinese	0			1		1	2
Russian	1	7	1	0			9
Urdu	0						
Arabic	1			1			2
Polish	1	0			2		3
Ukranian	0						
Maltese	0						
Slovak	0						
Albanian	1	2					2

The data demonstrates that the bulk of our ELL students come from Spanish speaking homes. Though we have a free standing ESL Program we do ensure that students continue to develop in their native language skills by providing them with glossaries and dictionaries that they can use in the classroom, dual language read alouds are used, music, poetry and songs are embedded in instruction, and books are sent home that they can read at home with their families in their native language. Students in grade 3-5 whose native language is Spanish are allowed to use the Spanish tests during testing. Spanish assessments (Math, Social Studies) are available. As noted above Russian and Spanish are languages that we can easily translate for, and we have used and will continue to use the Translations Services provided by Central. Communication is never an issue when it comes to providing our parents with a clear understanding of their rights and the rights of their children. Signs are posted in and around the school alerting parents as to their rights in regard to translation and parents do request translations when they feel they need it.

How is instruction delivered?

P.S. 38 is a community of learners, many of whom are a steadily growing population of English Language Learners. All eligible ELL's receive instruction in a Free Standing ESL program setting, where language of instruction is English and the native language is supported in a variety of ways that have been delineated throughout this document. Students are serviced by a full time certified ESL teacher in a pull out / push in program model. The Home Language Identification Survey form identifies students who come from various linguistic backgrounds such as Spanish, Russian, Polish, Albanian, Arabic, and Chinese.

SAMPLE STUDENT SCHEDULE 2010-2011 ESL GRADE K - 1

ESL Program Type:  Free-Standing  Push-in  Pull-out  
 Indicate Proficiency Level:  Beginning  Intermediate  Advanced

School District: 31 School Building: P.S. 38

Kindergarten	Beginners	8:15-8:30	8:35 - 9:20	9:25 - 10:10	10:15 - 11:00	11:05 -11:50	11:55 -12:45	12:50 - 1:35	1:40 2:25
Monday	Morn. Rout.		ART	Rdg. Wkshp	Rdg. Wkshp	LUNCH	Math Wkshp	ESL	ESL
Tuesday			GYM	Rdg. Wkshp	Soc. Studies	LUNCH	Math Wkshp	ESL	ESL
Wednesday			Rdg. Wkshp	SCIENCE	Soc.Studies	LUNCH	Math Wkshp	ESL	ESL
Thursday			LIBRARY	Rdg. Wkshp	Rdg. Wkshp	LUNCH	Math Wkshp	ESL	ESL
Friday			SCIENCE	Rdg. Wkshp	Rdg. Wkshp	LUNCH	Math Wkshp	ESL	ESL

Grade 1 - Intermediate	8:15-8:30	8:35-9:20	9:25-10:10	10:15-11:00	11:05 -11:50	11:55-12:45	12:50-1:35	1:40 -2:25
Monday	Morn. Rout.	Wtg. Wkshp	Rdg. Wkshp	ART	Rdg. Wkshp	LUNCH	ESL	ESL
	Wd. Study							
Tuesday	Morn. Rout.	Wtg. Wkshp	GYM	Rdg.Wkshp	Rdg. Wkshp	LUNCH	ESL	ESL
	Wd. Study							

Wednesday	Morn. Rout. Wd. Study	Wtg. Wkshp	LIBRARY	Rdg. Wkshp	Rdg. Wkshp	LUNCH	ESL	ESL
Thursday	Morn. Rout. Wd. Study	Wtg. Wkshp	SCIENCE	Rdg. Wkshp	Rdg. Wkshp	LUNCH	ESL	ESL
Friday	Morn. Rout.	Wtg. Wkshp	LIBRARY	Rdg. Wkshp	Rdg. Wkshp	LUNCH	ESL	ESL

Grade 3 Advance

	8:15 - 8:30	8:35 - 9:20	9:25 - 10:10	10:15 - 11:00	11:05 - 11:50	11:55 - 12:45	12:50 - 1:35	1:40 - 2:25
Monday	Morn. Rout.	ESL	Rdg. Wkshp	Wrt. Wkshp	ART	LUNCH	Math Wkshp	Soc. Studies
Tuesday		ESL	Rdg. Wkshp	Wrt. Wkshp	SCIENCE	LUNCH	Math Wkshp	Soc. Studies
Wednesday		ESL	Rdg. Wkshp	Wrt. Wkshp	Math Wkshp	LUNCH	LIBRARY	Wtg. Wkshp
Thursday		ESL	Rdg. Wkshp	Wrt. Wkshp	Math Wkshp	LUNCH	SCIENCE	SCIENCE
Friday		GYM	Rdg. Wkshp	Wrt. Wkshp	Math Wkshp	LUNCH	Math Wkshp	SCIENCE

Our Free Standing ESL Model is push in and pull out. Moreover, in some of the upper grade settings my ESL teacher pushes in and co teaches. Our beginning and Intermediate students receive state mandated double blocks of time for instruction daily, equaling the 360 minutes that they need for instruction. As a group they are either pulled for instruction or the teacher pushes in. Organizationally, ELL's are not placed in CTT Classes, they are heterogeneously grouped and proficiency levels are mixed. Within the classrooms the students are grouped for differentiated, small group and one on one instruction. This also allows me to maximize my ESL Teachers' support within the classroom.

In compliance with the mandated time frame, all beginners and Intermediate ELL's receive 360 minutes of instruction per week and Advanced ELL's receive 180 minutes of instruction. While learning reading, writing, listening, speaking and thinking skills in order to attain English language proficiency, our ELL students are immersed in the Balanced Literacy approach of learning where they are actively involved in a learning process, working in cooperative learning groups, and engaged in differentiated instruction that addresses the individual needs of each student. Instruction is aligned with academic content area curriculum and is standard based. It builds upon student strengths and interests and supports what's being taught in the classroom, as a school we practice the Principals of Learning with a strong emphasis on Academic Rigor in a Thinking Curriculum.

The teaching materials include high interest multi genre authentic literature, big books, trade books, manipulatives, visuals such as picture cards, audio CD's and cassettes, as well as interactive CD Rom's for computer use. This year we will continue to reinforce our Words their Way Program ( word study) by adding a Words Their Way Resource Component to the ESL Program. Our goal is not just to develop vocabulary in isolation, but to develop the skills necessary, such as latin stems, vowel alternation patterns in related words and pairs, derivational relations, greek roots, , etc. so that they become life long decipherers of words.

Students are immersed in print and language rich environments, which allow them to build their schema not only from literature but also from ongoing field trips and hands on activities throughout the year. Instructional strategies are highly differentiated and aim to increase reading comprehension and writing skills, as well as critical thinking and speaking skills. Scaffolding is highly used in instruction for ELL's Modeling, Bridging, Contextualization, Schema Building, Metacognitive Development and Text Representation are the types of instructional strategies on which instruction is based. In addition, strategies and skills that my ESL Teacher attained at ESL QTEL and BETAQ workshops are highly implemented during instruction at all grade levels. Moreover, there is consistent articulation between ESL and general ed. teachers, our ELLS's are the focus on Inquiry Teams, SAT Teams, as we are always thinking best practices and approaches that best fit the needs of our ELL Students. Moreover, while in some cases we do pull out, the emphasis is on pushing in and team teaching.

SIFE-Students with interrupted formal education; as defined by the SED-ELL's who have entered a US school after second grade; have had at least two years less schooling than their peers; function at least two years below expected grade level in reading and mathematics; and may be pre literate in their first language. We have no SIFE students however, we are prepared to address the needs of any students who have had interrupted education in the following ways:

- Students are received like all other students and go through the process that all other new students to our school go through. The Parents are interviewed immediately and all measures and efforts are taken to access information that can assist us in ensuring that the child is appropriately placed.
- The Home Language Identification Survey is carefully filled out by the parents (in the language spoken at home), with the

assistance of one of the team members. Immediately following this, the child is LAB R'd, any child who scores at or below proficiency in the English LAB R and speaks Spanish will be LAB R'd in Spanish. Our goal is to determine their language dominance. Immediately following the parent orientation the child is placed in a program of the parent's choice for the duration of one year. According to the new mandates, children who enter the US Public School system after April 1, 2010 are exempt from the ELA exam, but will take the NYSESLAT in lieu of the ELA and the NYSESLAT will determine promotion.

- Our instructional goal with SIFE students is to engulf them in a risk free environment that promotes student learning and social interaction. Noting that many times they are 2 or more levels behind, the goal is to target their academic needs rigorously and ensure that the support provided is long lasting. Bilingual materials will be made available for them such as; dictionaries, glossaries, native language materials in content areas, as well as the use of visuals and manipulatives. Instruction is differentiated depending on student needs, small group, and one on one instruction is provided.

- Students found to need additional support services such as speech, OT, PT, counseling will be referred for further evaluation so that their needs will be addressed.

Instruction for newcomers is rigorous and language rich. Students are immersed in academic and social language through out the school day. Instruction is differentiated in and out of the classroom, and during extended day. For example; children are grouped heterogeneously and all types of visuals, manipulatives, computer software and smart boards are used to promote language acquisition in listening, speaking, reading, writing and thinking. We enhance their background knowledge and schema by immersing them in multi cultural themes and learning experiences. We also tap into their cultural background knowledge to engage them interactively in rich language experiences that celebrate their cultural differences and similarities. As a school community Cultural Diversity is celebrated in many ways, read alouds, author studies, assemblies, project based learning, music and art.

Students who receive extension of services (4 – 6 years of service) are immersed academically in all school wide instructional programs, activities, trips and events. We have AIS (extended day) services which provide students with small group and one on one additional support. Our Reading Recovery Program services first grade ELL's. Extended day services are differentiated and based on the needs of the students, for example new comers are grouped for rich language experiences through readers theatre, poetry, songs, music and art. Students with extension of services are grouped for intensive strategy building and, academic driven intervention that is rigorous and aligned to their academic goals. It is also ensured that students with IEP's receive their related service mandates and all IEP goals are met via small group intervention. All modifications for current ELL's and former ELL's are integrated into the class setting to prepare for test taking, students receive time and a half, separate locations, are allowed to use dictionaries and glossaries and are allowed 2 reads of the listening passage. All academic support is data driven. The following methods and approaches are a school wide practice and are immersed :

- Use of leveled libraries
- Use of manipulatives for math, and other content areas
- Inquiry / Project based learning
- Hands on, exploratory and investigative learning
- Use of visuals, music, theatre art and dance
- Use of computers, software, smart boards, educational games
- Homework help
- Small group / one on one intervention

Title III Monies are also used to purchase materials for classroom use and to enhance and continue to rigorously develop the language skills of all ELL's through theatre, dance, art and music. We are a school wide project school, thus ELL's are included in everything we do that enriches the student's scholarly lives. We are currently the recipients of a Century 21 Grant and all ELL's have been invited to participate in this enrichment based program.

Long term ELL's are carefully monitored by the Inquiry Team. Formal and informal observations by classroom teacher and other staff, intensive intervention, and out reach to families are a few of the methods we use to assess and address the needs of long term ELL's. When as a school we have exhausted all means of addressing their academic needs, students are referred to the School Assessment Team for an Educational Evaluation. Experience has taught us that many of these students come from homes where the parents lack formal education in their own native language, are functionally literate and parental involvement in school is very limited not because of their limits academically, but because their work schedules consume their lives. Our goal is to find a way to address their needs and the needs of their families. All ELL students are invited to attend the Summer Success Regional Programs. Parents are invited to attend all instructional, curricular workshops provided by the school, local community based organizations and ESL Classes that might be offered locally free of charge. Parents who attend school workshops are given materials to use at home with their children, and translated materials and information are consistently sent home and provided at parent workshops.

#### Professional Development and Support for School Staff

At P.S. 38, Professional learning is an on going journey. As planned, administrators, teaching assistants, and parents will participate in staff development sessions addressing such areas as the Core Curriculum and how ELL students gain access to it. Regional ELL Instruction Support Specialists, and our ESL Teacher conduct interactive professional development sessions. All teachers will be provided an opportunity to complete the 7 1/2 hours of ESL training for GE Teachers and 10 hours for Sp. Ed. Teachers.

At School Leadership Team our ESL Teacher has trained all parties on the LAP, Part 154, NYSELAT, mandates by sub group and shared samples of the NYSELAT exam with the team so that they are not only familiar with these documents, assessments and policies, but also so that they can serve as liaisons to parents who inquire about our English as a Second Language Program. Moreover, we trained a team of teachers to help administer and score the NYSELAT, we realized a couple of years ago that one ESL Teacher could not address the ELL demands of our students in an effective and timely manner, and we also needed the staff to better understand the purpose for this exam, the format of this exam and what the NYCELAT assesses.

ESL Professional learning is in progress, our teachers do employ a series of methods and approaches that support our ELL's in the classroom. For example; vocabulary is carefully introduced and associated with what they know, when themes are developed a great deal of time is taken to build background and use their schema to scaffold their learning. Teachers are provided with glossaries and dictionaries that our ELL Students have access to, and the use of, cooperative learning techniques, small group, one on one, use of visuals and hands on materials and partnerships for oral language development for accountable talk are a common practice in the school. The LAP Policy will be shared with the entire staff during the November Faculty Conference with an emphasis on differentiating instruction and refining our practice with ELL's. Lastly, I will continue to send my ESL Teacher to ESL Professional Development and to the CORE Training Sessions, and teams will be sent to all Teacher's College ESL reading/writing workshops, It is our goal to build the capacity of all of our teachers so that they can deliver high quality instruction.

#### Parental Involvement

The Parent Coordinator, Mercedes Chow, pays particular attention to parents of ELL Students, especially those who are newcomers to the English Language School System. All staff members at our school make it a priority to create a welcoming environment and address all the questions and concerns that might arise during the school year. In cooperation with the ESL teacher, meetings and workshops are being held several times during the year. Parents and families are encouraged to participate in the Parent Orientation for new arrivals at the beginning of the year upon their registration. Also, several workshops are offered to the parents so that they can learn more about ESL and other programs offered in our school for ELL students, as well as State standards, assessments and school expectations. Parents are invited to attend annual Parent Symposium for parents of ELL's, where they have an opportunity to learn more about programs, methodologies, strategies and skills they can practice at home with their children in English and in families' home language. All the documents, notices and meetings are offered in their home language. Parents are encouraged to become members of the PTA, and are invited to participate in Family Nights, Parents as Learning Partner days, assemblies, and all other activities and events throughout the course of the school year.

#### Part IV: Assessment Analysis

The LAB R and NYSELAT results indicate that the bulk of our ELL's are Advanced, we have 19 children who fall under that category, followed by 9 students who are intermediate and 10 that fall under the category of beginning. The advanced students are immersed in deep and rigorous academic instruction with a strong emphasis in high order thinking skills. They are also immersed in writing across the content areas, and in addition to ESL services they also receive small group instruction within the context of their classrooms, they participate in our rich Title III program which blends theatre, dance and art in reading and writing and they also are invited to attend our Century 21 Project S.M.A.R.T.S program which is enrichment and homework help. The Intermediate ELL's and beginning ELL's are also immersed in a rich and rigorous curriculum.

As noted on the NYSELAT Modalities Analysis and nyStart data 38% of our students (61 tested in all ) obtained proficiency in Reading and Writing in grades K – 5. In grades K -1 38%, grades 2-4 40% and in grades 5-6 29%. In Listening and Speaking 72% of all tested students obtained proficiency, 59% grades K-1, 88% grades 2-4 and 71% grades 5-6. This demonstrates that our rich and rigorous oral language program is effective. In the sequence of language acquisition reading comprehension and writing take longer to acquire than listening and speaking. Therefore we will continue to grow and strengthen our rigorous academic program and will continue to develop the students academic language in reading, writing and math with the expectation that more and more students will obtain proficiency. During the 09-10 school year 21 students tested obtained proficiency, the majority of students that tested out were in grade one, we had 1 child in SP. Ed. test out.

Our data inquiry team examines NYSELAT data carefully and all teaching and learning decisions are closely aligned to how students move along the continuum. We use the data to group children during reading, math, science and social studies, to target strategy driven groups, and to form groups for our extended day program. If we note that a child or group of children are not making gains (this is not our case), we immediately contact the parent of the child and discuss our concerns and collaboratively we develop an action plan. If there continues to be no progress, the parents are contacted again and once all intervention measures are assessed and discussed with the parent, we make further recommendations for additional testing so that the child's needs can be addressed. If the parent refuses, we continue to support the student to the best of our ability.

As indicated on the ELA and Math Standardized exams our ELL students are mostly meeting basic standard. Our goal is to rigorously address their needs in hopes that they obtain proficiency. Though our students are provided with tests in their native language, they choose to test in English.

Periodic Assessments-We do not do the ELL Periodic Assessments-ITA's and Predictives and TCRWP Assessments and EPAL are used with our ELL's. The data is carefully analyzed by the Inquiry team and classroom teachers. Patterns and trends are examined carefully, and the data is used to target support, provide rigorous core academics and focus on academic language development and literacy. This year with the implementation of cut scores, we noted that our ELL's are meeting basic standards in ELA and Math. As a school we use the Teacher's College Reading and Writing Project Assessment Package-this information gathered is used to create targeted support for ELL's in reading, writing, and word study. Overall, our ELL program is effective and our overall goal is for our ELL's to make gains and obtain proficiency.

Our Freestanding ESL Model is push in and pull out. Moreover, in some of the upper grade settings my ESL teacher pushes in and co teaches. Our beginning and Intermediate students receive state mandated double blocks of time for instruction daily, equaling the 360 minutes that they need for instruction. As a group they are either pulled for instruction or the teacher pushes in. Organizationally, ELL's are not placed in CTT Classes, they are heterogeneously grouped and proficiency levels are mixed. Within the classrooms the students are grouped for differentiated, small group and one on one instruction. This also allows me to maximize my ESL Teachers' support within the classroom.

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one, we had 1 child in SP. Ed. test out.

Our data inquiry team examines NYSELAT data carefully and all teaching and learning decisions are closely aligned to how students move along the continuum. We use the data to group children during reading, math, science and social studies, to target strategy driven groups, and to form groups for our extended day program. If we note that a child or group of children are not making gains (this is not our case), we immediately contact the parent of the child and discuss our concerns and collaboratively we develop an action plan. If there continues to be no progress, the parents are contacted again and once all intervention measures are assessed and discussed with the parent, we make further recommendations for additional testing so that the child's need's can be addressed. If the parent refuses, we continue to support the student to the best of our ability.

As indicated on the ELA and Math Standardized exams our ELL student are mostly meeting basic standard. Our goal is to rigorously address their needs in hopes that they obtain proficiency. Though our students are provided with tests in their native language, they choose to test in English.

Periodic Assessments-We do not do the ELL Periodic Assessments-ITA's and Predictives and TCRWP Assessments and EPAL are used with our ELL's. The data is carefully analyzed by the Inquiry team and classroom teachers. Patterns and trends are examined carefully, and the data is used to target support, provide rigorous core academics and focus on academic language development and literacy. This year with the implementation of cut scores, we noted that our ELL's are meeting basic standards in ELA and Math. As a school we use the Teacher's College Reading and Writing Project Assessment Package-this information gathered is used to create targeted support for ELL's in reading, writing, and word study. Overall, our ELL program is effective and our overall goal is for our ELL's to make gains and obtain proficiency.

## 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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	5	5	5	5	5	5								30
<b>Total</b>	5	5	5	5	5	5	0	0	0	0	0	0	0	30

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	39	Newcomers (ELLs receiving	27
Special Education	0		

		service 0-3 years)			
SIFE	0	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	2

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	27	0	0	10	0	2	2	0	1	39
Total	27	0	0	10	0	2	2	0	1	39

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

### C. Home Language Breakdown and ELL Programs

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

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

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																
Other																			0	0
<b>TOTAL</b>	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
<b>TOTAL</b>	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	6	3	3	3	2								20
Chinese				1		1								2
Russian	1	7	1											9
Bengali														0
Urdu														0
Arabic	1			1										2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	1				2									3
Albanian	1	2												3
Other														0
<b>TOTAL</b>	7	15	4	5	5	3	0	0	0	0	0	0	0	39

# 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.

Paste response to questions 1-4 here

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

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

### Native Language Arts and Native Language Support

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



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

### B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

#### D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

#### 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

## 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)	2	8	0	0	0	0								10
Intermediate(I)	0	5	0	2	1	1								9
Advanced (A)	5	2	4	3	4	2								20
Total	7	15	4	5	5	3	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	0	0	0	0							
	I		1	0	0	1	1							

	<b>A</b>		9	1	0	0	0							
	<b>P</b>		3	2	6	4	2							
READING/ WRITING	<b>B</b>		6	0	0	0	0							
	<b>I</b>		5	0	2	1	1							
	<b>A</b>		1	3	4	4	2							
	<b>P</b>		1	0	0	0	0							

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1		3		1				5
4	0		1		1		0		2
5	0		0		5		4		9
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		0		2		1		3
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		0		4		1		5

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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**

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

Paste response to questions 1-6 here

### 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		10/22/10
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**School DBN: 31R038**

*All Title I SWP 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:	\$205,950	\$9,813	\$215,763
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,060	\$98	\$2,158
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$10,298	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$20,595	*	

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.

## **1. School Parental Involvement Policy**

Public School 38 and the parents of the students participating in activities, services and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share that responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

### **I. General Expectations**

Public School 38 agrees to implement the following statutory requirements:

**Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

- To conduct an annual meeting of Title I parents as well as monthly updates, to inform them of the Title I program and the expectation that they will be involved.
- To offer a number of meetings at various times and to work with parents to eliminate barriers to their attendance.
- To actively involve parents in planning, reviewing and improving the Title I and parent involvement programs.
- To provide parents with timely information on programs.
- To provide performance profiles and individual student assessment results for each child and other school district information.
- Hold parent teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in the fall and again in the spring. Additionally, parents are encouraged to observe classrooms at any time they wish and if a situation arises that demands immediate attention, round table conversations are arranged.
- Progress reports are provided for parents of students who are monitored on an ongoing basis.
- Parents are assured that they may participate in appropriate development activities, workshops in reading, writing, math, science and social studies, assessments, and Core Standards, as well as other school related topics.
- To provide parents of students in need of additional support with related services, Academic Intervention Services, SETSS, Reading Recovery, and Enrichment programs that meet and or address the needs of their children.
- Parents will have reasonable access to staff and data in the following ways:
  1. Progress Reports
  2. Report Cards
  3. Informational Memos

4. Parent / Teacher Conferences/Open houses
  5. Round Table Conversations
  6. Preps used for parent / teacher conference
  7. Classroom observation
  8. Classroom Celebrations
  9. Kindergarten and First Grade Orientation and Open House
  10. Grade Curriculum Meetings held in September
  11. Instructional, interactive Monthly Parents as Learning Partner Sessions
  12. Phone conferencing
  13. Parent Workshops
  14. ARIS Parent Link
  15. Parent Coordinator
  16. PTA
  17. School Leadership Team Meetings
- Parents will be provided with the opportunity to volunteer and participate in their child's school wide activities in the following ways:
    1. Visit school during open school week and curriculum conferences
    2. Classroom orientations
    3. Cromwell Café
    4. Read Across America Day
    5. Reading Volunteers
    6. Plant sale
    7. Parents as Learning Partners Monthly Sessions
    8. Title I Parent Committee and Title I Trips
    9. Monthly PTA and Executive Board Meetings
    10. Evening with an author and Teddy Bear Night (Literacy based)
    11. Picture Days
    12. Fund Raising
    13. Title III/Project S.M.A.R.T.S. Enrichment Program Culminating Celebrations
    14. Classroom Celebrations
    15. Community Art Day
    16. Learning Leaders
    17. Class Trips
    18. Pumpkin Patch
    19. Student of the Month

20. Holiday Fair
21. Book Fair
22. Annual Kickball game
23. Unified Games
24. School Spirit Day
25. Box Tops for Education
26. Penny Harvest
27. March of Dimes
28. Calling All Poets
29. The Bread of Life Food Drive, Notre Dame and Thanksgiving Community Food Drives
30. Talent Show
31. Title I Breakfast/ Luncheon
32. Parent Art Workshops
33. Monthly Grade Assemblies
34. End of Year Award Assemblies
35. Stepping Up Ceremonies
36. Marathathon through St. Jude's Children's Hospital

## II. Description of How School Will Implement Required Parental Involvement Policy Components

1. Public School 38 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.)
  - The School Leadership Team consists of a minimum of 3/maximum of 5 parents. The Title I Parent Committee consists of a minimum of 3 parents/maximum of 5 parents. The Executive Board consists of a minimum of 3 parents/maximum of 6 parents that reach out to the parent constituency in regard to parental involvement, our plans for the expenditure of Title I parent funds and programs, ELL Program expenditures, concerns, and all activities and events that take place throughout the school year including presidency, treasurer and recording secretary.
2. Public School 38 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

Parents will be included in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing and timely way; moreover the following forums will be used for sharing of information:

- At the first PTA meeting of the year all data from previous school year / implications for improvement are shared with parent constituency
- The School Leadership Team conducts learning walks and information gathered is used to improve the teaching and learning framework.
- At each monthly PTA meeting, Title I information that is current and related to data or school improvement is disseminated and shared.
- Parent workshop on the writing process and the components of the process-Units of study in writing and Core Standards.
- Parent reading workshops: early and upper grade reading strategies and reading assessments and Core standards.
- Parent workshop on social studies –What is meant by inquiry / project based learning and Core Standards.
- Parent workshop on the scientific method and the workshop model in the teaching of science. What does “hands on”, mean? (Core Standards)
- Parent workshops on accessing data from the internet such as Instructionally Targeted Assessments, Predictives, Grow Reports and ARIS.
- Parent workshop on Standardized Data and its' implications.
- Various ELL parent workshops
- Parent workshop on homework and effective homework help.

- Parent workshop on the Everyday Math program and the Reference Guide provided to each student per grade level and Core Standards.
- Parent workshop on the use of manipulatives in problem solving
- Parent workshop on New State Testing expectations, format
- Parent Art workshops aligned to Blue Print for the Arts
- Parent workshops on various Family Living Topics
- Effective Parental Involvement activities also include: Evening with an author, Teddy Bear Night, Community Art Day, Monthly Parents as Learning Partners, Learning Leaders, Parent Trips, and several fund raising activities sponsored by the PTA.
- Careful planning and scheduling of I.E.P conferences to articulate and inform parents and update goals.
- Workshop on How to Make A Science Fair Project and the process.
- School-wide policy that parents must attend Parent Teacher conferences to receive child's report card.
- Workshops on School-Wide Discipline Code and the Respect For All Policy.
- Parent orientations.

**3. Public School 38 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:**

- Hold an annual meeting to inform parents of the school's participation in the Title I Part A programs, and to explain the Title I Part A requirements, and the rights of parents to be involved in Title I Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I Part A programs.
- Parents will be provided with information in an understandable format including alternative formats and in a language that parents can understand.

**4. Public School 38 will distribute exit slips/reflection/feedback sheets to parents participating in school-wide functions and activities. These evaluations will include comments, ideas, suggestions and reflections. This information will be utilized as a needs assessment to design and revise more effective parental involvement.**

5. Public School 38 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

**A.** The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described below:

1. *The State's academic Core Content Standards*
2. *The State's student academic Core Achievement Standards*
3. *The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:*

- Through open communication between parent coordinator and parent constituents.
- Through a series of parent workshops standards per grade will be reviewed in a variety of ways so that parents understand the difference between academic content standards and the State's Student achievement standards.
- Through a series of parent meetings with PTA and in the classroom with targeted grades parents will be informed about the kinds of assessments and tests that will be administered to students, as well as the expectations of City and State officials in regard to promotional criteria.
- Parents will learn how to use the internet to access reading and math data. Acuity/ARIS assisted by Parent Coordinator
- Parents will learn how to monitor their children's progress over time and be informed of proficiency levels their children are expected to attain. Parents will learn how we use items analysis to support student achievement through intervention and enrichment programs.
- Parents will be provided with materials and strategies to help their students with homework.

**B.** The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy/math training, and using technology, as appropriate, to foster parental involvement.

**C.** The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal, Assistant Principal, and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value

and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Parent / Teacher Conferences
- Progress reports / Periodic Reports
- Round Table Discussions with School Assessment Team
- Annual school events and activities
- AIS Intervention letters
- Monthly School Leadership Team Meeting
- Monthly Executive Board Meeting
- PTA meetings
- Monthly Parents as Learning Partners
- Reading Volunteers
- Title III Celebrations/Project SMARTS celebrations
- Leadership Team meetings
- Tri-annual Attendance update memos

6. Open communication between Parent Coordinator and parents as well staff.

**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.

## **1. School-Parent Compact**

The name of our school's representative to the District's Title I Parent Advisory Committee is: **Phyllis Ferezza**

### **Parent Responsibilities**

We as parents will support our children's learning in the following ways:

- Supporting my child's learning by making education a priority in our home
- Making sure my child is on time and prepared for school
- Monitor attendance ( 90% or higher)
- Talking with my child about his / her school activities everyday
- Scheduling daily homework time
- Providing an environment conducive for study
- Making sure homework is completed
- Monitoring the amount of television my children watch
- Volunteering in my child's classroom
- Participating, as appropriate, in decisions relating to my children's education
- Promoting positive use of my child's extracurricular time
- Participating in school activities on a regular basis
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate
- Reading together with my child every day
- Parent Readers
- Providing my child with a library card
- Communicating positive values and character traits, such as respect, hard work, responsibility, and respect for all.
- Respecting the cultural differences of others
- Helping my child accept consequences for negative behavior
- Being aware of and following the rules and regulations of the school and district
- Supporting the school discipline policy and our vision of "Respect for All"
- Support school policies
- Express high expectations and offer praise and encouragement or achievement
- Complete parent surveys
- Check child's folder
- Sign and send back all forms in a timely manner

## **Student Responsibilities**

- Come to school ready to learn and be the best they can be (90% or higher attendance rate)
- Come to school with all the necessary tools of learning-pens, pencils, books, etc.
- Listen and follow directions
- Participate in class discussions and activities
- Be honest and respect the rights of others
- Think about the choices/actions they make
- Follow school policy and rules/school discipline code and our vision of *“Respect for All”*
- Follow the school dress code
- Understand and follow the school’s *“Hands Off”* policy
- Do homework every day and ask for help when needed
- Study for tests and assignments
- Read 25 or more books per year
- Read at least 30 minutes every day outside of school
- Read at home with parents
- Get adequate rest every night
- Give to parents all notices sent home
- Believe in oneself

## **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.

A comprehensive needs assessment was administered through the establishment of our Data Inquiry Team 2008-2009 school year and feedback from our School Leadership team learning walk. The inquiry team engaged in and continues to engage in bi-weekly meetings to review, analyze, and discuss both hard and soft student data including formal and informal assessments. We use our findings and implications of data to create plans of action to improve student performance and achievement.

In addition our Leadership team meets monthly to discuss school needs

Needs:

- a. Continue to provide AIS and extended day to all level 1s and 2s
- b. Building wide monitoring of lowest third in every class by classroom teacher
- c. Continue intense data driven instruction
- d. On going Inquiry Team work monthly as well as weekly grade data team meetings.
- e. Integrate Inquiry building wide at faculty conferences to monitor grade level and class level data and progress.
- f. Target 15 (4<sup>th</sup> graders) lowest 1/3 in math/reading
- g. Establish two fifth grade targeted groups for extended day to sustain the previous year's targeted 4<sup>th</sup> grade group.
- h. Continue to monitor and adapt IEP methods of instruction and implement action research
- i. Refinement of basic math skills/early reading strategies and the seven essential reading skills.
- j. Monitor and close achievement gap between boys and girls in reading
- k. Meet the needs of the large number of students performing on level 3 who continue to need to be challenged to move them to 4's
- l. Continue to support ELLS-Title III program/Bring in residents to support ELLS and ESL teacher
- m. Establish enrichment programs for level 3 students Project SMARTS
- n. Continue to drive our attendance initiative
- o. Continue to provide on-going parent workshops aligned to grade level expectations, standards, and student achievement so that parents can support our initiatives.
- p. Establish professional learning teams to create support intervention plans for tier 1 and tier 2 students.
- q. Continue to embrace and understand the RTI model for classroom as well as school-wide use and share implications with parents.

The following data is used:

- TCWRP (running records)
- Teachers College Narrative Assessment Tool for writing

- ACUITY/ARIS
- State ELA and Math results
- LAB-R/NYSESLAT
- Teacher observations-conference notes, exemplars , rubrics, student samples, etc.
- EDM Unit Assessments.
- Portfolios

2. Schoolwide reform strategies that:

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

**3. Instruction by highly qualified staff.**

All P.S. 38 teachers are highly certified. Teachers are provided with intensive high quality professional development. The school has an AIS math/ literacy teacher who provides ongoing support to classroom teachers and attends T.C. coaching sessions and regional math workshops. Additionally teachers are supported by an instructional Assistant Principal and the Principal both whom are highly trained in instructional methodologies and a thinking curriculum. Additionally, the Region has supported teachers by the development of Apprentice programs and writing/reading seminars and conferences at Teacher's College that have provided teachers with additional high quality professional development. (Please note that the BEDS Surveys shows that one of my teachers is not highly qualified, however she is. She is my library teacher, she holds a master's degree, not in library science. She is not a librarian, she is a library teacher.

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.

The school is implementing high quality professional development. Our professional development is data driven and closely aligned to the needs of students. We conduct professional development through a variety of research based strategies drawn from the New York City Professional Standards and National Council of Staff Development. These strategies include: job embedded support such as in class demonstration lessons and modeling of research based strategies provided by the school based math/reading AIS teacher and instructional A.P. In addition, teachers will continue to meet in study groups to discuss and or research specific topics or issues that assist in developing best practices. Inter and Intra visitations will continue to take place. These visitations allow teachers to learn and benefit from other's expertise and experiences. Teachers are also provided support from ISC instructional supports and outside CBOs. Our Staten Island Foundation Grant awarded us funds and supports teacher development by providing high quality professional development through Columbia Teachers' College. P.S. 38 teachers regularly attend content specific lectures. In addition to that, two T.C. staff developers work with teachers in house regularly through out the school year. Training on how to navigate as well as interpret data in Acuity continues to take place. Our school has a new teacher induction committee of 6 members. This committee provides guidance on how to support our new teachers in the classroom, with related services, and provides them with instruction on how to navigate the MTS (Mentor Tracking System) to enter/log-in interaction hours, and progress on the Continuum of Teacher Development.

With the implementation of the Response to Intervention Model (RTI), teachers will be trained to look more closely and plan more effectively for student needs. The sharing of current trends on the writing of IEPs will also be part of our professional development.

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

A coordinated effort by the Region and DOE in posting and disseminating information about job openings and interviews. P.S. 38 has a collaboration with the College of Staten Island, Wagner College and Teacher's College, thus if an opening occurs we are able to hire teachers that are certified. The school provides intensive high quality professional development to teachers. It ensures that teachers have a solid understanding of literacy and math. Moreover, P.S. 38 has teacher leaders on each grade level that provide coaching and modeling for the other teachers on their grade. We have professional school environment that is welcoming, supports staff, and has a well defined, followed through discipline code. We have a progressive approach to intrinsic learning of all content areas with an integration of the arts. In addition we have reduced class size and respect cultural diversity. Our curriculum is

standards based and data driven and we follow a well organized school day. We foster open lines of communication with our teachers, administration, and parents.

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

The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Parent / Teacher conferences
- Progress reports / Periodic Reports
- Round Table Discussions with School Assessment Team
- Annual school events and activities
- AIS Intervention letters
- Monthly School Leadership Team Meeting
- Monthly Executive Board Meeting
- Monthly Parents as Learning Partners
- Learning Leaders
- Title III Celebrations
- Parent letters
- Parent workshops

The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement.

- Parent Art workshops
- Various Parent workshops on a variety of content areas and instructional strategies and methodologies, the learning process, assessment tools and data bases, test taking strategies.
- Parent workshops on various Family Living Topics
- Effective Parental Involvement activities also include: Evening with an author, Teddy Bear Night, Community Art Day, Monthly Parents as Learning Partners, Learning Leaders, Parent Trips, Family Math Night and several fund raising activities sponsored by the PTA.
- Careful planning and scheduling of I.E.P conferences to articulate and inform parents and update goals.
- Workshop on How to Make A Science Fair Project and the process.
- School-wide policy that parents must attend Parent Teacher conferences to receive child's report card.

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.

P.S. 38 is an all inclusive Community of Learners. Parents of Pre-School children are invited to attend ALL school functions, activities and events. They are invited to take tours, observe in classrooms and participate in all Professional Development activities. We ensure that articulation from Pre- School to Kindergarten appears seamless.

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.
  - Instructional, and Student Assessment Team meets monthly to review, analyze and discuss student performance, progress, and needs derived from student data. Plans of action and next steps are put in place and monitored.
  - Data Inquiry Team meets on a bi-monthly basis to look at individual student profiles, needs, patterns and trends in student performance, as well as individual class and grade wide progress.
  - Faculty conferences angled toward grade and individual inquiry work.
  - Professional development was provided to staff members in Acuity application as well as strategies to utilize this data to drive instruction.
  - School Leadership Team
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.

At risk students are targeted and identified in the following ways:

- Teacher recommendation,
- School Assessment Team discussions,
- Inquiry Team data to form extended day groups and target students for academic intervention services within the day program,
- Articulation with related service providers,
- Teacher reflection of IEPs by updating goals 3x a year
- Teacher use of acuity to drive instruction and differentiate instruction

- Targeted AIS Groups
- Morning Test Prep Academies for ELA and Math
- Focused/skill based extended day groups
- IEP Teacher to monitor IEP updates and support teachers
- Implementation of modifications during basic instructional time
- Action research

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.

The school leadership team and the instructional team, whose membership includes but is not limited to the Principal, Assistant Principal, teachers, support staff, paraprofessionals and parents, ensure the effective coordination of services and programs for all of our students. In addition, the Principal meets monthly with the School Assessment Team to ensure the effective coordination of services provided to all students. The team ensures that funding sources such as Title 1, PCEN, ERRSSA, State Magnet are used to address the needs of targeted population.

## **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” <sup>1</sup> 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 <sup>2</sup> 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	✓			\$172,998	✓	
Title I, Part A (ARRA)	Federal		✓				

<sup>1</sup> **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.

<sup>2</sup> **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	✓			\$220,785	✓	
Title III, Part A	Federal		✓				
Title IV	Federal		✓				
IDEA	Federal		✓				
Tax Levy	Local	✓			\$2,052,517	✓	