



**Department of
Education**

Dennis M. Walcott, Chancellor



**2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

ROBERTO CLEMENTE LEARNING CENTER

04M038

PRINCIPAL:	NORMA CARABALLO
EMAIL:	NCARABA@SCHOOLS.NYC.GOV
SUPERINTENDENT:	MS. LUZ CORTAZZO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
NORMA CARABALLO	*Principal or Designee	
EILEEN FELICIANO QUINN	*UFT Chapter Leader or Designee	
ATELANO PADILLA	*PA/PTA President or Designated Co-President	
MINERVA COLON	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
JUDITH REYES	Member/ PARENT	
	Member/	



Roberto Clemente Learning Center

PUBLIC SCHOOL 38

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**NORMA CARABALLO
PRINCIPAL**

**YVONNE MALCOLM-SPEARS
ASSISTANT PRINCIPAL**

December 1, 2011

Dear Sir/Madam:

Currently, Public School 38 located at the aforementioned address does not have a balanced School Leadership Team. In October 2011, the school held nomination and an expedited election for Parent Teachers Association Executive Officers. In addition, School Leadership Team Members would be nominated and elected.

To date, the PTA consists of 3 members; a PTA President , PTA Secretary and Co-Secretary. The office of treasurer is vacant. Parents have not come forward to accept nominations for School Leadership Memberships.

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

Thanking you for your cooperation in this matter,

Sincerely,

Norma Caraballo
Principal

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2012, all students in Grades K-5 will demonstrate increased academic performance in English Language Arts by 5 % scoring at, near or exceeding grade level expectations as measured by the Spring 2012 NYS English Language Arts Assessment and 2012 in Grades 3-5 and Dibels End of Year Benchmark in Grades K-2.

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

- **2010-2011 Progress Report Data indicates that 33.6 % students in Grades 3-5 scored at/ above grade level standards on the NYS ELA in Grades 3-5.**
- **Currently 58 % of students enrolled in Grades K-2 perform below grade level standards as measured by the Monthly Running Records, Dibels and Harcourt Benchmark Assessments.**
- **2010-2011 Progress Report Data indicates that 46.5 % of SWD in Grades 3-5 demonstrate progress at grade level expectations on the Spring 2011 NYS ELA**
- **2010-2011 Progress Report Data indicates that 50 % of ELLs in Grades 3-5 demonstrate progress at grade level expectations on the Spring 2011 NYS ELA**

Instructional strategies/activities
General Education Students Grades K-5

Teachers will utilize Teachers' College Workshop Model Approach as philosophy for the delivery teaching and learning with a strong emphasis on the utilization of non-fiction text.

- **Un-interrupted 100 minute literacy block, utilizing the Reading First Program for Grades K-2 targeted to develop the 5 competencies of Reading; *Phonics, Phonemic Awareness, Vocabulary, Fluency and Comprehension*. Delivery of instruction includes the development of oral language via Read Aloud, Explicit Instruction via Mini-lesson, Shared Reading/Writing, Guided and Independent Reading 5 days per week as well as differentiated centers for Phonics and Guided Practice/Guided Reading and Independent Reading.**
- **Un-interrupted 100 minute literacy block, using a workshop model approach towards balanced literacy for Grades 3-5 that includes Word Study, Read Aloud, Explicit Instruction via Mini-lesson, Shared Reading/Writing, Guided and Independent Reading 5 days per week.**
- **Push In Reading support during the 100 minute literacy block provided by Academic Intervention Services (AIS) teacher, Special Education Teacher Support Services (SETSS), In Class Literacy Coach Support, ESL Teacher Support for those students scoring in the lowest 1/3 citywide, English Language Learners and/or students eligible for special education**

services for a duration of 30 minutes 5 days per week.

- Continue implementation of long and short term learning goals with students in Grades K-5 in ELA
- 37 ½ minutes of supplementary support and/or enrichment for all students 4 days per week in small groups embedded into the instructional program
- Contingent on funding, a Reading After-school Program support for students scoring in the lowest 1/3 for Grades 2-5 citywide 3 days per week for a duration of 45 minutes
- Contingent on funding, Project READ After-school Tutorial Program support for students scoring in the lowest 1/3 citywide 3 days per week for a duration of 45 minutes for students in Grades K & 1.
- Intergenerational Tutoring via a partnership with OASIS and Union Settlement via a partnership servicing students at risk in Grades K-2.
- Supplementary Support for students at or exceeding grade level expectations in Reading via a Pull Out program provided by the school's Reading Specialist using social studies and science (non-fiction)
- Monthly Grade Meeting with Administrators and Coaches to discuss student achievement and observable trends with students not meeting expectations
- Conduct Academic Intervention Team (AIT) meetings every 2 weeks to discuss students not making progress and establish further academic support
- 50 minute block 5 days per week of the Teachers College Writers' Workshop for the modeling of craft writing lessons in various genres.
- Use of Danielson Framework for teacher development and support to improve teacher pedagogy to support teaching and learning.

English Language Learner (ELL) Students Grades K-2

- Un-interrupted 100 minute literacy block, utilizing the Reading First Program for Grades K-2 targeted to develop the 5 competencies of Reading; *Phonics, Phonemic Awareness, Vocabulary, Fluency and Comprehension*. Delivery of instruction includes the development of oral language via Read Aloud, Explicit Instruction via Mini-lesson, Shared Reading/Writing, Guided and Independent Reading 5 days per week as well as differentiated centers for Phonics and Guided Practice/Guided Reading and Independent Reading.
- Push In Reading support during the 100 minute literacy block provided by ESL Teacher for Tier II Instruction .
- In Class Literacy Coach Support
- Use of ELL Strategic Kits for Reading First Program provided by the Harcourt Story Town Program, Dibels, Bridge to Independence, Foundations, Imagine Learning in Grades K-2 and ACUITY in Grade 2.

English Language Learner (ELL) Students Grades 3-5

- Push In Reading support during the 100 minute literacy block provided by ESL Teacher for Tier II Instruction .
- Un-interrupted 100 minute literacy block, using a workshop model approach towards balanced literacy for Grades 3-5 that includes Word Study, Read Aloud, Explicit Instruction via Mini-lesson, Shared Reading/Writing, Guided and Independent Reading 5 days per week.

- **In Class Literacy Coach Support**
- **Recipe for Reading, ELL Strategic Kits for Reading First Program provided by the Harcourt StoryTown Program, ACUITY, Voyager Passport**

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - **Establish a Parent Teachers' Association and Monthly Meetings**
 - **Ongoing continued involvement of parent coordinator in the setting of school policies, schedules, priorities and goals to enhance articulation with parents to inform in terms of vital information on student progress quickly and accurately**
 - **Establish parent bulletin board to highlight parent activities. (Ongoing)**
 - **2011-2012 School Year Calendar sent home September 2011**
 - **Parent Student Handbook on NYCDOE Regulation and Policy sent home September 2011 citing important information on grade level benchmarks, interventions, curriculum and supports thereof.**
 - **Monthly Calendars sent home informing parents of Parent Workshops/Trips offered to support students' academic progress at home.**
 - **Continue meeting with parents at P.A./Principal Quarterly meetings as required by the Chancellor and at other scheduled/nonscheduled meetings**
 - **Continue monthly parent workshops in curricular areas and related areas in an effort to support parents with strategies that they can use to assist their children at home**
 - **Continued open lines of communication with parents/community apprising of school activities through dissemination of parent letters, school calendars, telephone outreach in order to seek parental involvement in the education of their children (Ongoing)**
 - **Continued meeting with and involvement of regional staff to strengthen the delivery of educational services provided to students, parents, and staff (Monthly)**
 - **Continued parent membership and engagement on our School Leadership Team held on First Friday of every Month**
 - **Continue training for and ensure the participation of parents in the School's Learning Leaders September – December 2011**
 - **Provide Student Interim Progress Reports every 6 weeks to Parents**
 - **Conduct Parent Teacher Conferences in November 2011 and March 2012**
 - **Conduct Promotion In Doubt Conferences with Parents of students in danger of Hold Over Status in January- February 2012**
 - **Implement Family Reading Day on third Friday per month from October 2011– June 2012**
 - **Implement a Family Math Day on fourth Thursday per month from October 2011– June 2012**
 - **Implement a Basic Computer Skills Workshops for Parents**

- **Establish a School Volunteer Program**
- **Monthly Units in Literacy utilizing Teachers' College Reading & Writing Project Curricula in Grades 3-5**
- **Pearson Predictive Assessments in October 2011 and May 2012 for Grades 3-5**
- **Pearson Interim Targeted Assessments 3 times September 2011-May 2012**
- **Dibbles Interim Progress Monitoring Assessments (every 2 weeks for students scoring at intensive range, every 4 weeks for students scoring at strategic range and every 6 weeks for students scoring at benchmark range in oral language, phonemic awareness and fluency)**
- **Simulated School NYS ELA Assessments & Teacher Assessment Analysis of Student Progress and Tracking**
- **Short Term Goals and Objectives set by Classroom Teachers for individualized student assessments 4-6 weeks**
- **Monitoring Monthly Independent/Guided Reading Progress utilizing TC Reading Inventories every 4 weeks**
- **Scantron Assessments**
- **Acuity**
- **Teachers are expected to track student progress in targeted skill areas identified via an analysis of an initial NYS ELA Test Simulation in September 2011 in order to establish short term goals for students. Student progress is monitored daily, weekly etc to check for progress. Observable expectations are an increase of a minimum of 4 independent reading levels as measured by the TC Reading Inventory and a gain in NYS ELA Performance Index by June 2012**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

The school will utilize Teacher finder on the Principal's Portal for teachers, who have been placed in excess in a given license area in order to learn information on teacher's identification as 'Highly Qualified. In addition, Principal will call the previous principal to learn more information on eligible candidates as well as areas of further needed development. The school will also utilize the following avenues if the aforementioned search for a highly qualified candidate is not successful.

- a. **Attend city and district hiring hall invitations.**
- b. **Interviews for highly qualified teachers,**
- c. **Collaborations with colleges and universities**
- d. **Recommendations from colleagues**
- e. **Newspaper Classified Advertisement**

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2012 students in Grades K-5 will demonstrate increased academic performance in Math by 5 % for all students scoring at, near or exceeding grade level expectations as measured by the Spring 2012 NYS Math Assessment in Grades 3-5 and End of Year Benchmark Assessments in Grades K-2

Comprehensive needs assessment

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

- **2010-2011 Progress Report Data indicates that 36.6 % students in Grades 3-5 scored at/above grade level standards on the NYS Math in Grades 3-5.**
- **Currently 28 % of students enrolled in Grades K-2 perform I below grade level standards as measured by the Monthly Unit Assessments for Everyday Math.**
- **2010-2011 Progress Report Data indicates that 46.5 % of SWD in Grades 3-5 demonstrate progress at grade level expectations on the Spring 2011 NYS Math**
- **2010-2011 Progress Report Data indicates that 40 % of ELLs in Grades 3-5 demonstrate progress at grade level expectations on the Spring 2011 NYS Math**

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- **100 minute Math block, using a workshop model approach towards teaching Math that includes 5 Minute Mental Math/Problem of the Day, Homework Review, Explicit Instruction via Mini-lesson, Shared Math Activity/Writing, Guided**

and Independent Math Activities and 30 minutes of Math Games associated with the Chicago Math Program 5 days per week.

- **Push In Math support during the 100 minute math block provided by Academic Intervention Services (AIS) Math Teacher, Special Education Teacher Support Services (SETSS), In Class Math Coach Support, ESL Teacher Support for those students scoring in the lowest 1/3 citywide, English Language Learners and/or students eligible for special education services for a duration of 30 minutes 5 days per week.**
- **37 ½ minutes of supplementary support and/or enrichment for all students 2 days per week in small groups**
- **Math After-school Program support for students scoring in the lowest 1/3 citywide 3 days per week for a duration of 45 minutes**
- **Supplementary Support for students at or exceeding grade level expectations in Math via a Pull Out program provided by the school's Math Specialist**
- **At Risk SETSS**
- **Monthly Units in Math utilizing Everyday Learning/Chicago Math Curricula in Grades 3-5**
- **Pearson Predictive Assessments in November 2011 and May 2012 for Grades 3-5**
- **Pearson Interim Targeted Assessments 3 times September 2011-May 2012**
- **Simulated School NYS Math Assessments & Teacher Assessment Analysis of Student Progress and Tracking**
- **Short Term Goals and Objectives set by Classroom Teachers for individualized student assessments 4-6 weeks**
- **Monitoring Monthly Pre Unit Assessments to inventory areas of strength and weaknesses within the proposed unit for differentiated instructional grouping every 4– 6 weeks**
- **Acuity Assessments**
- **Teachers are expected to track student progress in targeted skill areas identified via an analysis of an initial NYS Math Test Simulation in September 2008 in order to establish short term goals for students. Student progress is monitored daily, weekly etc to check for progress. Observable expectations are an increase of a minimum of 3 questions for each identified targeted strand and/or concept & skill as an area of needs improvement as measured by the simulated NYS Math Test, Monthly Unit tests, Interim Assessments and 2011 NYS Math Test by June 2011**
- **Use of Danielson Framework for teacher development and support to improve teacher pedagogy to support teaching and learning.**

Strategies to increase parental involvement

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

- **Establish a Parent Teachers' Association and Monthly Meetings**
- **Ongoing continued involvement of parent coordinator in the setting of school policies, schedules, priorities and goals to**

enhance articulation with parents to inform in terms of vital information on student progress quickly and accurately

- Establish parent bulletin board to highlight parent activities. (Ongoing)
- 2011-2012 School Year Calendar sent home September 2011
- Parent Student Handbook on NYCDOE Regulation and Policy sent home September 2011 citing important information on grade level benchmarks, interventions, curriculum and supports thereof.
- Monthly Calendars sent home informing parents of Parent Workshops/Trips offered to support students' academic progress at home.
- Continue meeting with parents at P.A./Principal Quarterly meetings as required by the Chancellor and at other scheduled/nonscheduled meetings
- Continue monthly parent workshops in curricular areas and related areas in an effort to support parents with strategies that they can use to assist their children at home
- Continued open lines of communication with parents/community apprising of school activities through dissemination of parent letters, school calendars, telephone outreach in order to seek parental involvement in the education of their children (Ongoing)
- Continued parent membership and engagement on our School Leadership Team held on First Friday of every Month
- Continue training for and ensure the participation of parents in the School's Learning Leaders September – December 2011
- Provide Student Interim Progress Reports every 6 weeks to Parents
- Conduct Parent Teacher Conferences in November 2011 and March 2012
- Conduct Promotion In Doubt Conferences with Parents of students in danger of Hold Over Status in January- February 2012
- Implement a Family Math Day on fourth Thursday per month from October 2011– June 2012
- Implement a Basic Computer Skills Workshops for Parents
- Establish a School Volunteer Program
- Pearson Predictive Assessments in October 2011 and May 2012 for Grades 3-5
- Pearson Interim Targeted Assessments 3 times September 2011-May 2012
- Simulated School NYS Math Assessments & Teacher Assessment Analysis of Student Progress and Tracking
- Short Term Goals and Objectives set by Classroom Teachers for individualized student assessments 4-6 weeks
- ARIS

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

The school will utilize Teacher finder on the Principal’s Portal for teachers, who have been placed in excess in a given license area in order to learn information on teacher’s identification as ‘Highly Qualified. In addition, Principal will call the previous principal to learn more information on eligible candidates as well as areas of further needed development. The school will also utilize the following avenues if the aforementioned search for a highly qualified candidate is not successful.

- a. Attend city and district hiring hall invitations.
- b. Interviews for highly qualified teachers,
- c. Collaborations with colleges and universities
- d. Recommendations from colleagues
- e. Newspaper Classified Advertisement

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- | | | |
|---|------------------------------|---------------------------------|
| • Violence Prevention, Bullying | SAPIS title IV | |
| • Food Bank of NY | No Cost to School | |
| • ASPHALT Green | No Cost to School | |
| • Mighty Milers | No Cost to School | |
| • Hunter College Social Workers | No Cost to School | |
| • Basketball Team/ Health | No Cost to School | |
| • Leadership | AIDP (Contingent on Funding) | |
| • Mt. Sinai Clinic & Hospital | No Cost to School | |
| • Intergenerational Tutoring | No Cost to School | (Union Settlement/OASIS Grant) |
| • Education through Music | Tax Levy | |
| • Museum of Black History | No Cost to School | |
| • Penny Harvest | No Cost to School | |
| • March of Dimes | No Cost to School | |
| • Asthma Community Center | No Cost to School | |
| • Lenox Hill Neighborhood | No Cost to School | |
| • NYS Office of children & Family Svs / NYS Fatherhood Initiative | No Cost to School | |
| • CAPP | | |

Budget and resources alignment

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

Math Coach	(Title I)
Academic Intervention Math Teacher	(Title I/Tax Levy/Contracts for Excellence)
Special Education Support Services Teacher	(Tax Levy)
ESL Teacher	(CR Part 154/ Tax Levy)
Afterschool Program	(Title I/Tax Levy)
37 ½ Minutes	(Various/Teacher Contractual Agreement)
School Administrators	(Tax Levy)

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2012, the overall 1-2 % increase in the overall attendance rate of the entire student body in Grades Pre-K through 5.

Comprehensive needs assessment

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

On the average the school has established an overall attendance record of 92% for the 2010-2011 school year. Chancellor's Goal for Attendance is 95%

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- **Parents' Newsletter will emphasize the importance of attendance and will feature the up to date attendance statistic for the school (Ongoing & Monthly)**
- **Monthly meetings with the attendance committee to review the attendance of specific students on the 2nd Tuesday Monthly.**
- **Continued use of systems and structures developed such as ILOG to document, monitor and discuss next steps to improve attendance and lateness; including creating form letters to mail home, making phone calls to parents daily, having meetings with parents and when necessary, involve ACS in cases of "Educational Neglect".**
- **Establish "School Messenger" phone system to notify parents of their child's absence and lateness.**
- **Consistent date scheduled for Perfect Attendance Assemblies, where incentives are awarded monthly in an effort to celebrate improved student attendance and punctuality.**
- **Continued celebration of those students identified as displaying a Monthly Perfect Attendance by posting their name on the Monthly Perfect Attendance Bulletin Board.**

- **Monthly Awards for Perfect Class Attendance /Punctuality**
- **Maintain and review log of phone calls made and letters sent to parents to evaluate improvement in attendance and lateness**
- **Attendance will be discussed at the monthly PTA meetings**
- **To monitor the weekly attendance to date as measured by ATS and the Statistics section on the schools.nyc.gov website.**
- **Participation in the Wake-up NYC for the entire student body**
- **Parent Incentives for improved attendance record for their child(ren).**

Strategies to increase parental involvement

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

- **Establish a Parent Teachers' Association and Monthly Meetings**
- **Ongoing continued involvement of parent coordinator in the setting of school policies, schedules, priorities and goals to enhance articulation with parents to inform in terms of vital information on student progress quickly and accurately**
- **Establish parent bulletin board to highlight parent activities. (Ongoing)**
- **2011-2012 School Year Calendar sent home September 2011**
- **Parent Student Handbook on NYCDOE Regulation and Policy sent home September 2011 citing important information on grade level benchmarks, interventions, curriculum and supports thereof.**
- **Monthly Calendars sent home informing parents of Parent Workshops/Trips offered to support students' academic progress at home.**
- **Continue meeting with parents at P.A./Principal Quarterly meetings as required by the Chancellor and at other scheduled/nonscheduled meetings**
- **Continue monthly parent workshops in curricular areas and related areas in an effort to support parents with strategies that they can use to assist their children at home**
- **Continued open lines of communication with parents/community apprising of school activities through dissemination of parent letters, school calendars, telephone outreach in order to seek parental involvement in the education of their children (Ongoing)**
- **Continued parent membership and engagement on our School Leadership Team held on First Friday of every Month**
- **Continue training for and ensure the participation of parents in the School's Learning Leaders September – December 2011**
- **Provide Student Interim Progress Reports every 6 weeks to Parents noting attendance**
- **Conduct Parent Teacher Conferences in November 2011 and March 2012**

- **Conduct Promotion In Doubt Conferences with Parents of students in danger of Hold Over Status in January- February 2012**
- **Implement a Family Math Day on fourth Thursday per month from October 2011– June 2012**
- **Implement a Basic Computer Skills Workshops for Parents**
- **Establish a School Volunteer Program**
- **Pearson Predictive Assessments in October 2011 and May 2012 for Grades 3-5**
- **Pearson Interim Targeted Assessments 3 times September 2011-May 2012**
- **Simulated School NYS Math Assessments & Teacher Assessment Analysis of Student Progress and Tracking**
- **Short Term Goals and Objectives set by Classroom Teachers for individualized student assessments 4-6 weeks**
- **ARIS**

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- **The school will utilize Teacher finder on the Principal’s Portal for teachers, who have been placed in excess in a given license area in order to learn information on teacher’s identification as ‘Highly Qualified. In addition, Principal will call the previous principal to learn more information on eligible candidates as well as areas of further needed development. The school will also utilize the following avenues if the aforementioned search for a highly qualified candidate is not successful.**
 - a. **Attend city and district hiring hall invitations.**
 - b. **Interviews for highly qualified teachers,**
 - c. **Collaborations with colleges and universities**
 - d. **Recommendations from colleagues**
 - e. **Newspaper Classified Advertisement**

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- | | |
|--|--------------------------|
| ● Violence Prevention, Bullying | SAPIS Title IV |
| ● Food Bank of NY | No Cost to School |
| ● ASPHALT Green | No Cost to School |

- **Mighty Milers** No Cost to School
- **Hunter College Social Workers** No Cost to School
- **Basketball Team/ Health** No Cost to School
- **Leadership** AIDP (Contingent on Funding)
- **Mt. Sinai Clinic & Hospital** No Cost to School
- **Intergenerational Tutoring** No Cost to School (Union Settlement/OASIS Grant)
- **Education through Music** Tax Levy
- **Museum of Black History** No Cost to School
- **Penny Harvest** No Cost to School
- **March of Dimes** No Cost to School
- **Asthma Community Center** No Cost to School
- **Lenox Hill Neighborhood** No Cost to School
- **NYS Office of children & Family Svs / NYS Fatherhood Initiative** No Cost to School
- **CAPP**

Budget and resources alignment

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

- School Social Worker** (Tax Levy /IDEA/AIDP)
- School Family Workers** (Tax Levy/AIDP/ Universal Pre-K)
- School SAPIS Worker** (SAPIS)
- Parent Coordinator** (Tax Levy)
- Pupil Accounting Secretary** (Tax Levy)
- School Administrators** (Tax Levy)

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

By June 2012, 100% of teachers and administrators will participate in professional development activities that support an understanding of the use of the NYS Common core Learning Standards (CCLS) supporting increased academic rigor in classrooms and the use of the Danielson Framework as a tool to support teacher development and the quality of instruction.

Comprehensive needs assessment

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

- **2010-2011 Progress Report for 04M038 reflects a need to improve on student performance by Grade 3 in Reading, and Math.**
- **2010-2011 Progress Report for 04M038 reflects a need to improve on adequate student progress in Grades 4 and 5 in Reading, Writing and Math.**
- **October 2011 ELA and Math Predictive Assessment data indicates a need for academic improvement in Writing for all students.**
- **Teacher Effectiveness Data indicates a need to support teachers with student groups scoring at/near grade level expectations to support adequate yearly progress (1.5 years plus) for the identified student groups.**

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- **Teacher and administrator participation in the unveiling of the common core learning standards.**
 - **Implementation of a monitoring system that is aligned with the state common core learning standards yielding timely, meaningful and diagnostic results for all teachers.**
 - **Improved formative assessments that support raising the bar on standards of achievement for Grades 3-5.**
 - **Regular collaborative grade meetings to discuss how individual students can demonstrate proficiency on a specific indicator**
 - **Refinement and implementation of the CCLS Units of Study**

- Use of data by creating a template that supports teacher alignment of teaching and assessment to monitor student progress
- Use of data to inform instruction and progress monitoring of student groups identified as 'Intensive', 'Strategic', and 'Benchmark' (Intensive/Well Below, Strategic/Below and Benchmark/At or Above Grade Level Expectations.
- Classroom formal and informal observations will reflect improved instructional practices.
- Continued focus on CCLS for improving Writing in Grades 1-5
- Mandatory Professional Development 2 times per month embedded into the school policy
- Professional Development Periods to support teacher use of data for Inquiry
-
- *Balanced Literacy Using the TC Readers' Workshop Approach in grades 3-5*
- Reading First Initiative in Grades K-2
- Writing Process Using TC Writers' Project
- Reading Skills development
- Vocabulary development
- Integration of Content Areas Using Non-Fiction
- Dibbles, ECLAS, E-PAL, PPVT using Wireless Palm Tool
- Informal Reading and Writing Assessments
- Cooperative Learning
- Developing Effective Questioning Using Higher Order Thinking Skills (HOTS) 7 Depth of Knowledge
- Developing Oral Language via Accountable Talk
- Tracking student Progress
- Analyzing Student Work
- Guided Reading, Guided Practice
- Leveling Libraries
- Read Aloud and Think Alouds
- Teaching Phonics
- Wilson , Foundations

Professional Development in Mathematics

- *Everyday Mathematics*
- Curriculum Mapping integrating the multiple intelligences
- Designing performance tasks
- Integrating math and literacy instruction

- Integrating math and technology instruction
- Inquiry based learning
- Application of problem solving method including the Problem Solving Blueprint
- Problem solving strategies
- Concrete and abstract math
- Integration of performance standards
- Integration of Cooperative Learning strategies to enhance math instruction
- Hands-on activities to conceptualize skills

Professional Development in Science

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

Professional Development in Technology

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

Professional Development in Social Studies

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

Strategies to increase parental involvement

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

- **Establish a Parent Teachers' Association and Monthly Meetings**
- **Ongoing continued involvement of parent coordinator in the setting of school policies, schedules, priorities and goals to enhance articulation with parents to inform in terms of vital information on student progress quickly and accurately**
- **Establish parent bulletin board to highlight parent activities. (Ongoing)**
- **2011-2012 School Year Calendar sent home September 2011**
- **Parent Student Handbook on NYCDOE Regulation and Policy sent home September 2011 citing important information on grade level benchmarks, interventions, curriculum and supports thereof.**
- **Monthly Calendars sent home informing parents of Parent Workshops/Trips offered to support students' academic progress at home.**
- **Continue meeting with parents at P.A./Principal Quarterly meetings as required by the Chancellor and at other scheduled/nonscheduled meetings**
- **Continue monthly parent workshops in curricular areas and related areas in an effort to support parents with strategies that they can use to assist their children at home**
- **Continued open lines of communication with parents/community apprising of school activities through dissemination of parent letters, school calendars, telephone outreach in order to seek parental involvement in the education of their children (Ongoing)**
- **Continued parent membership and engagement on our School Leadership Team held on First Friday of every Month**
- **Continue training for and ensure the participation of parents in the School's Learning Leaders September – December 2011**
- **Provide Student Interim Progress Reports every 6 weeks to Parents noting attendance**
- **Conduct Parent Teacher Conferences in November 2011 and March 2012**
- **Conduct Promotion In Doubt Conferences with Parents of students in danger of Hold Over Status in January- February 2012**
- **Implement a Family Math Day on fourth Thursday per month from October 2011– June 2012**
- **Implement a Basic Computer Skills Workshops for Parents**
- **Establish a School Volunteer Program**
- **Pearson Predictive Assessments in October 2011 and May 2012 for Grades 3-5**
- **Pearson Interim Targeted Assessments 3 times September 2011-May 2012**
- **Simulated School NYS Math Assessments & Teacher Assessment Analysis of Student Progress and Tracking**
- **Short Term Goals and Objectives set by Classroom Teachers for individualized student assessments 4-6 weeks**
- **ARIS**

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- **The school will utilize Teacher finder on the Principal’s Portal for teachers, who have been placed in excess in a given license area in order to learn information on teacher’s identification as ‘Highly Qualified. In addition, Principal will call the previous principal to learn more information on eligible candidates as well as areas of further needed development. The school will also utilize the following avenues if the aforementioned search for a highly qualified candidate is not successful.**
 - f. **Attend city and district hiring hall invitations.**
 - g. **Interviews for highly qualified teachers,**
 - h. **Collaborations with colleges and universities**
 - i. **Recommendations from colleagues**
 - j. **Newspaper Classified Advertisement**

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- | | |
|--|--|
| • Violence Prevention, Bullying | SAPIS title IV |
| • Food Bank of NY | No Cost to School |
| • ASPHALT Green | No Cost to School |
| • Mighty Milers | No Cost to School |
| • Hunter College Social Workers | No Cost to School |
| • Basketball Team/ Health | No Cost to School |
| • Leadership | AIDP (Contingent on Funding) |
| • Mt. Sinai Clinic & Hospital | No Cost to School |
| • Intergenerational Tutoring | No Cost to School (Union Settlement/OASIS Grant) |
| • Education through Music | Tax Levy |
| • Museum of Black History | No Cost to School |

- Penny Harvest **No Cost to School**
- March of Dimes **No Cost to School**
- Asthma Community Center **No Cost to School**
- Lenox Hill Neighborhood **No Cost to School**
- NYS Office of children & Family Svs / NYS Fatherhood Initiative **No Cost to School**
- CAPP

Budget and resources alignment

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

- Coaches **(Title I/ Reading First/Tax Levy)**
- Special Education Support Services Teacher **(Tax Levy)**
- ESL Teacher **(CR Part 154/ Tax Levy)**
- School Administrators **(Tax Levy)**
- Leadership LSO **(Tax Levy)**
- Food Change **(Grant)**

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

By June 2012, there will be a 5 % increase in parental involvement as measured by attendance data during school activities and PTA Meetings.

Comprehensive needs assessment

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

- **Historically the school records indicate poor attendance during PTA Meetings**
- **The school demonstrates challenges in supporting a balanced SLT and PTA for the duration of the school year for a number of years.**
- **Decreased participation in the number of parents participating in curriculum evening**
- **Poor attendance during parent workshops provided to support parents with grade level curricula for their children**

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- **Ongoing continued involvement of parent coordinator in the setting of school policies, schedules, priorities and goals to enhance articulation with parents to inform in terms of vital information quickly and accurately**
 - **Establish parent bulletin board to highlight parent activities. (Ongoing)**
 - **2011-2012 School Year Calendar sent home September 2011**
 - **Parent Student Handbook on NYCDOE Regulation and Policy sent home September 2011**
 - **Monthly Calendars sent home informing parents of Parent Workshops/Trip offered**
 - **Continue meeting with parents at P.A./Principal Quarterly meetings as required by the Chancellor and at other scheduled/nonscheduled meetings**
 - **Continue monthly parent workshops in curricular areas and related areas in an effort to support parents with strategies that they can use to assist their children at home**

- **Continued open lines of communication with parents/community apprising of school activities through dissemination of parent letters, school calendars, telephone outreach in order to seek parental involvement in the education of their children (Ongoing)**
- **Continued meeting with and involvement of regional staff to strengthen the delivery of educational services provided to students, parents, and staff (Monthly)**
- **Continued parent membership and engagement on our School Leadership Team held on First Friday of every Month**
- **Continue training for and ensure the participation of parents in the School's Learning Leaders September – December 2011**
- **Provide Student Interim Progress Reports every 6 weeks to Parents**
- **Conduct Parent Teacher Conferences in November 2010 and March 2011**
- **Conduct Promotion In Doubt Conferences with Parents of students in danger of Hold Over Status in January- February 2012**
- **Implement Family Reading Day on third Friday per month from October 2011– June 2012**
- **Implement a Family Math Day on fourth Thursday per month from October 2011– June 2012**
- **Implement a Basic Computer Skills Workshops for Parents**
- **Establish a School Volunteer Program**
- **Movie Fridays for PS 38 Families**

Strategies to increase parental involvement

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

- **Parent Outreach by School Parent Coordinator**
- **Outreach to Central OFYD Offices for Parent Volunteer Training**
- **PTA Outreach**
- **Meet and Greet Sessions**
- **Pot Luck**
- **Flyers**
- **SAPIS**
- **ESL Outreach**

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- **The school will utilize Teacher finder on the Principal’s Portal for teachers, who have been placed in excess in a given license area in order to learn information on teacher’s identification as ‘Highly Qualified. In addition, Principal will call the previous principal to learn more information on eligible candidates as well as areas of further needed development. The school will also utilize the following avenues if the aforementioned search for a highly qualified candidate is not successful.**
 - k. Attend city and district hiring hall invitations.**
 - l. Interviews for highly qualified teachers,**
 - m. Collaborations with colleges and universities**
 - n. Recommendations from colleagues**
 - o. Newspaper Classified Advertisement**

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- | | | |
|--|-------------------------------------|--|
| • Violence Prevention, Bullying | SAPIS title IV | |
| • Food Bank of NY | No Cost to School | |
| • ASPHALT Green | No Cost to School | |
| • Mighty Milers | No Cost to School | |
| • Hunter College Social Workers | No Cost to School | |
| • Basketball Team/ Health | No Cost to School | |
| • Leadership | AIDP (Contingent on Funding) | |
| • Mt. Sinai Clinic & Hospital | No Cost to School | |
| • Intergenerational Tutoring | No Cost to School | (Union Settlement/OASIS Grant) |
| • Education through Music | Tax Levy | |
| • Museum of Black History | No Cost to School | |
| • Penny Harvest | No Cost to School | |
| • March of Dimes | No Cost to School | |
| • Asthma Community Center | No Cost to School | |
| • Lenox Hill Neighborhood | No Cost to School | |
| • NYS Office of children & Family Svs / NYS Fatherhood Initiative | No Cost to School | |
| • CAPP | | |

Budget and resources alignment

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

- **Math Coach** (Title I)
- **Literacy Coaches** (Title I)
- **Special Education Support Services Teacher** (Tax Levy)
- **ESL Teacher** CR Part 154/ Tax Levy)
- **School Administrators** (Tax Levy)
- **Parent Coordinator** (Tax Levy)
- **School Psychologist** (SBST)
- **(Title I SWP)**

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	04	04	N/A	N/A	0	0	0	0
1	22	15	N/A	N/A	0	2	3	0
2	23	10	N/A	N/A	0	0	0	0
3	14	15	N/A	N/A	0	1	2	0
4	09	12	12	9	0	0	5	0
5	15	21	05	15	0	0	5	0
6								
7								
8								
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p>	<p><u>Grades 3-5</u> Academic Intervention Services at PS 38 serve to provide further support for struggling readers in Grades 3-5 via a 30 minute push in model during the 100 minutes of uninterrupted Reading block by an AIS Reading Teacher/Coach, who services level 1 and some low level 2 students. In addition, level 2 students and some level 1 are provided with extra support via our extended day program in Reading 3x/ week. Tutoring Volunteers are also utilized to provide students with extra support 2x/ week. Teachers utilize their weekly professional development prep to analyze student data of identified struggling students in Reading/Writing in order to provide differentiated targeted support during the 37 1/2 minute tutorials 4 times/ week, which are now embedded into the day's instructional program. The focus of their tutorial includes Main Idea, Reasoning Skills and Vocabulary to increase comprehension skills. Every effort has been made to keep classes at a reduced number in Grade 4 and 5</p> <p><u>Grade K-2</u> Academic Intervention Services at PS 38 serve to provide further support for struggling readers in grades 1&2 via a 45 minute push in model during the 100 minutes of uninterrupted Reading block by Push In Teacher who services level 1 and some low level 2 students. Teachers targeting Reading as their Professional Learning Community focus utilize their weekly professional development prep to analyze student data of identified struggling students in Reading in order to provide differentiated targeted support during the 37 1/2 minute tutorials 4 times/ week, which are now embedded into the day's instructional program. The focus of their intervention is Phonemic Awareness, Fluency and Vocabulary. Every effort has been made to keep classes at a reduced number in Grades K-2 Intervention by an AIS teacher via PIP plan using Voyager, Great Leaps, Foundations and/or Wilson</p>

<p>Mathematics</p>	<p><u>Grades 3-5</u> Academic Intervention Services at PS 38 serve to provide further support in grades 3-5 via a 30 minute push in model during the 90 minutes of math instruction by an AIS Math Teacher, who services level 1 and some low level 2 students. In addition, level 2 students and some level 1 are provided with extra support via our extended day program in Math 3x/ week. Tutoring Volunteers are also utilized to provide students with extra support 2x/week. Teachers targeting Math as their Professional Learning Community focus utilize their weekly professional development prep to analyze student data of identified struggling students in Math in order to .provide differentiated targeted support during the 371/2 minute tutorials 4 times/ week. The focus of their tutorial encompasses those skills and concepts related to the number sense strand in Mathematics. Every effort has been made to keep classes at a reduced number in Grade 4 and 5</p> <p><u>Grade K-2</u> Academic Intervention Services at PS 38 serve to provide further support in grades 1&2 via a 30 minute push in model during the 60 minutes of math by an AIS Math Teacher/Staff Developer who services level 1 and some low level 2 students. Tutoring Volunteers are also utilized to provide students with extra support 2x/week. Teachers targeting Math as their Professional Learning Community focus utilize their weekly professional development prep to analyze student data of identified struggling students in Math in order to .provide differentiated targeted support during the 371/2 minute tutorials 4 times/ week. Every effort has been made to keep reduced class size in Grade K-2</p>
<p>Science</p>	<p>Academic Intervention Services at PS 38 serve to provide further support for students in grades 5 Science via a 30 minute pull out model during the early morning and/or afternoons by an AIS Reading Teacher/Coach, who services level 1 and some low level 2 students in comprehension skills and concept development utilizing science content resources. In addition, level 2 students and some level 1 are provided with extra support via our extended day program in Reading 3x/ week utilizing science content materials.</p>
<p>Social Studies</p>	<p>Academic Intervention Services at PS 38 serve to provide further support for students in grades 4 Social Studies via a 30 minute pull out model during the early morning and/or afternoons by an AIS Reading Teacher/Coach who services level 1 and some low level 2 students in comprehension skills and concept development utilizing science content resources. In addition, level 2 students and some level 1 are provided with extra support via our extended day program in Reading 3x/ week utilizing Social Studies content materials.</p>

<p>At-risk Services provided by the Guidance Counselor</p>	<p>No Guidance Counselor</p>
<p>At-risk Services provided by the School Psychologist</p>	<p>Chairs the school intervention team to identify students that are academically at risk as well as those in emotional crisis. Chairs the Committee on Special Education to assess students and determine the least restrictive environment and appropriate setting for learning.</p>
<p>At-risk Services provided by the Social Worker</p>	<p>Individual and Group Therapy for student mandated for counseling services as per IEP. At Risk Counseling Services for students without mandated services., Bereavement Group counseling for students who have lost a loved one via a tragic death or illness, liaison services with students in Temporary housing, poor attendance prevention. CSE Social Worker services students at risk as well as does intake on social histories for the CSE evaluation process, takes part in initial evaluation review meetings with parent.</p>
<p>At-risk Health-related Services</p>	<p>Mt Sinai Social Worker on staff, Mt Sinai Health Clinic that services students enrolled at PS 38 and community at large.</p>

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

***PARENT COMPACT PROVIDED IN SPANISH AND OTHER
TRANSLATIONS IF NECESSARY AND CONSISTENT WITH ATS HOME
LANGUAGE DATA***



Roberto Clemente Learning Center

PUBLIC SCHOOL 38

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**NORMA CARABALLO
SPEARS PRINCIPAL
PRINCIPAL**

**YVONNE MALCOLM-
ASSISTANT**

04M038 SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student

achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;

- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.



Roberto Clemente Learning Center

PUBLIC SCHOOL 38
 232 EAST 103RD STREET, NEW YORK, NY 10029
 TEL: (212) 860-5882 FAX: (212) 860-6093

NORMA CARABALLO
 PRINCIPAL

YVONNE MALCOLM-SPEARS
 ASSISTANT PRINCIPAL

Roberto Clemente School - PARENT COMPACT
 SCHOOL 04M038

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

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

Student's Name _____
 Grade/Class _____

Teacher _____

Print Parent/ Guardian Name _____

Parent/Guardian Signature _____
 Telephone _____

Relationship to the Student _____

_____ Yes, I am interested in being Parent Volunteer Program

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

Dates/Times of Availability to Contact

You _____

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader 607	District 4	Borough Manhattan	School Number 038
School Name PS 38 Roberto Clemente Learning Center			

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

Principal Norma Caraballo	Assistant Principal Yvonne Malcolm-Spears
Coach Patricia Queen	Coach
ESL Teacher Kate Schuster	Guidance Counselor Mildred Delorise Harris
Teacher/Subject Area Marjorie Sanchez/ Math	Parent Atelano Luis Padilla
Teacher/Subject Area Joan Begun/ Special Education	Parent Coordinator Denise Figueroa
Related Service Provider Brukti Harper	Other
Network Leader Elmer Myers	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	25
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	272	Total Number of ELLs	41	ELLs as share of total student population (%)	15.07%
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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. 

1 Question #1

New Admits to PS 38 and NYC School System

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

Parents are provided with a Home Language Information Survey (HLIS) to complete indicating the language that the student speaks, reads and/or listens to most of the time. The Home Language Information Survey is reviewed by the NYS Certified ESL teacher and/or a school administrator in order to determine eligibility for testing with the LAB-R if indicated. An informal interview with the parent is conducted by the staff assigned to registration and the ESL teacher in order to determine if the child is eligible for testing. The ESL teacher informs the Pupil Accounting Secretary of the correct OTELE code for ATS. The parent is then advised by the school administrator or ESL teacher monitoring the registration process that within 10 days of registration, students are assessed with the LAB-R. If the students are eligible for ESL services, parents are sent home an Entitlement Letter indicating the child's score and when the parent should attend a Parent Orientation. If the student receives a proficient score then a Non-Entitlement Letter is sent home to the parent indicating that their child is not eligible for ESL services. The ESL teacher administers the LAB-R test within 10 days of the child registering.

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

Question #2

After identifying students entitled for services based on the LAB-R, parents are invited to a Parent Orientation Meeting, where the ESL teacher is present as well as translator if needed. An orientation meeting is held, where a NYCDOE Parent Orientation video is shown in the parent's native language depicting the features of the TBE, DL and ESL programs offered at NYCDOE schools. In addition, parents are given a translated brochure outlining the available language programs available through the NYCDOE. The orientation meeting is conducted within the first 15 days of school after a child has been registered. In addition, the parent orientation will be repeated a second time offering an alternative time for parents to attend the meeting. The parent coordinator and ESL teacher will

conduct outreach to parents reminding them of the importance in their attendance at the meeting. If a parent fails to attend, further phone outreach is conducted and sending additional letters home is conducted on a monthly basis.

Question #3

Parent Survey and Parent Choice Letters are distributed at the onset of parent choice for TBE,DL and Freestanding ESL Programs if they are changing schools. After viewing the Parent Orientation Video and reading the brochure, we further explain the programs and any questions that the parents may have with the programs. After that parents are given the Parent Survey and Program Selection forms in their native languages. Parents are asked to read and complete the form and select the program that they would like for their child. The Parent Choice Letter is placed in the student's cumulative folder and a copy is placed in a binder, which is kept in a file cabinet in the ESL room. Placement letters are then sent home to each child indicating the language program the parent has chosen.

Continuation Letters are distributed to parents yearly at the onset of each school year. Continuation Letters are provided for parents based on the data noted on the NYSESLAT test results for the Spring prior to the school year. For example, the NYSESLAT Results for Spring 2011 will be used to determine eligibility for continuation of services for the September 2011-2012 school year. In addition, years of service will be considered for those students no longer eligible to receive services either because they have received 6 years of service and/or an IEP dictates that ESL services are not indicated. In the latter, these students will still be required to take the Spring 2012 NYSESLAT.

The parent coordinator and ESL teacher will conduct outreach to parents reminding them of the importance in their attendance at the orientation meeting. If a parent fails to attend, further phone outreach is conducted. Any parent, who fails to return the forms sent home, will result in a default into a Free-Standing ESL Program. The parent will be advised in writing regarding Free-Standing ESL.

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

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

Question #4

Public School 38 provides parents with information regarding their academic performance on language acquisition. A flyer is sent home to all parents of English Language Learners (ELL's) in an effort to invite them to a general meeting where the purpose is to inform them of the following. The letter is sent home in the native languages identified via the HLIS and/or the NYCDOE's ATS. The Office of Translation provides translation services in languages such as Bengali and dialects of Africa that are indicated for PS 38. A Meeting is held to apprise parents of choice in Spanish and English. Where a translator is required, a SIPP will be generated to seek translation services from NYCDOE Approved Vendors.

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

Question #5

After reviewing Parent Surveys for the newly admitted ELL students at PS 38, only 1 out of 6 indicating they wanted a DL program. In total, only 8 parents in Grades K-5 expressed an interest in a Bilingual instructional setting. 3 are students with an IEP, which require a Bilingual CTT setting and the Office of Student Placement is required to support the parent in this choice provided that the school is available and the seat as well. With the afore-mentioned and 'Accommodation'/'Awaiting' placement bilingual para will be provided for the student's academic support. Most parents, who wish to have a bilingual program setting for their child(ren) are provided with information on how to seek those services. Most of the parents of students enrolled at PS 38 and eligible for services opt to continue with freestanding ESL services at PS 38.

Question #6

Roberto Clemente School has observed a decline in the number of ELL's requiring a bilingual classroom placement. As a result, there is

no bilingual program at the school. All ELL's eligible and mandated for ELL services are serviced via a ESL Push In or Pull Out Model. Most ELL's at PS 38 have been enrolled in an English Learning School system less than six years. Two ELLs, who are eligible for Special education services are mandated to receive special education services in a Bilingual CTT classroom setting and are enrolled in school for three years. An accommodation was initiated to place a bilingual para in the Mono-lingual English CTT setting. Although both parents and school administrators would welcome a Dual Language Program, PS 38 does not have a large enough population of ELL students in a targeted language to implement such a program at the school. The majority of parents indicate that they desire the Free Standing ESL Program offered at PS 38.

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	41	Newcomers (ELLs receiving service 0-3 years)	21	Special Education	1221
SIFE		ELLs receiving service 4-6 years	20	Long-Term (completed 6 years)	1

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	21	0	4	20	0	9	1	0	1	42
Total	21	0	4	20	0	9	1	0	1	42

Number of ELLs in a TBE program who are in alternate placement: 0

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	5	2	3	1	10	8								29
Chinese	2	0	0	0	1	0								3
Russian	0	0	0	0	0	0								0
Bengali	0	0	0	0	0	0								0
Urdu	0	0	0	0	0	0								0
Arabic	0	0	0	0	0	0								0
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Yiddish	0	0	0	0	0	0								0
Other	0	0	0	0	0	0								0
TOTAL	7	2	3	1	11	8	0	32						

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	2	3	1	10	8								29
Chinese	2	0	0	0	1	0								3
Russian	0	0	0	0	0	0								0
Bengali	2	0	0	0	1	0								3
Urdu	1	0	0	0	0	0								1
Arabic	1	0	0	0	0	0								1
Haitian	0	0	0	0	0	0								0
French	0	1	0	0	0	0								1
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	1	0	2	0	0	0								3
TOTAL	12	3	5	1	12	8	0	0	0	0	0	0	0	41

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 ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Question #1

Public School 38 currently offers a freestanding ESL Push In/Pull Out Model of Instruction. Each grade contains one general education class and one CTT Class. There is also a self contained 3/4/5 bridge class however there are no ELLs in that class. The students in each grade are heterogeneously grouped in classes, however a student, who demonstrates that he/she could benefit from a specialized teacher services at risk, the child is place in the CTT class on the general education side of the class. The Push In Model requires that the ESL teacher push into classes and service students according to acquisition levels. A schedule to push into classes is created by an administrator and the ESL teacher based on NYSESLAT results. The ESL teacher may have one or two groups, where a Pull Out Model is utilized based on the students' ability to focus on the lesson and/or needs for language development.

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

ELL

Category Native Language Assessment Data Indicators Support Program Design

Early Childhood SIFE/ Spanish/Language Other Than English

Assessment Indicators:

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

Program Support

Extra ESL Pull Out/ Push In during Literacy Block Instruction in Monolingual English Setting

A. Programming and Scheduling Information

- As per CR Part 154, appropriate instructional units of ESL contingent on language ability
- ESL Enrichment After school Program will be implemented contingent on funding
- AIS in Reading/Math
- 37 ½ Minutes AIS 4 times per week
- AIS Tier II Intervention during the school day
- Assign a 'Newcomer Buddy' to help the child during the school day with academics as well as socialization
- Testing Modifications

Upper Grades

SIFE Spanish/Language Other Than English

Assessment Indicators:

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

Program Support

- ESL Push In/Pull Out with a Newcomers Focus during ESL Block
- As per CR Part 15 , appropriate instructional units of ESL contingent on language ability
- ESL Enrichment After school Program will be implemented contingent on funding
- AIS in Reading/Math
- 37 ½ Minutes AIS 4 times per week (Push In/Bright Star/Reading Recovery)
- AIS in Writing Science/Social Studies Content
- Differentiated Instruction
- AIS Tier II Intervention during the school day
- Assign a 'Newcomer Buddy' to help the child during the school day with academics as well as socialization
- Parent Support Workshops

Early Childhood SIFE

Spanish/Language Other Than English

Assessment Indicators:

- Interrupted Schooling (English Learning School System)
- At/near grade level goals in Native Language
- Below grade level expectations in the Native Language
- Little to no English

Program Support:

- Extra ESL Pull Out/ Push In during Literacy Block Instruction in Monolingual English Setting
- As per CR Part 154 , appropriate instructional units of ESL contingent on language ability
- ESL Enrichment After school Program will be implemented contingent on funding
- AIS in Reading/Math
- 37 ½ Minutes AIS 4 times per week (Push In/Bright Star/Reading Recovery)
- AIS Tier II Intervention during the school day
- Assign a 'Buddy' to help the child during the school day with academics as well as socialization
- Recommendations to re-evaluate IEP if the child was provided with special education services before interrupted schooling
- Parent Support Workshops
- Testing Modifications

Upper Grades SIFE Spanish/Language Other Than English

Assessment Indicators:

- Interrupted Schooling (English Learning School System)

A. Programming and Scheduling Information

- At/near grade level goals in Native Language
- Below grade level expectations in the Native Language
- Little to no English
 - ESL Push In/Pull Out with a Newcomers Focus during ESL Block
- As per CR Part 154 , appropriate instructional units of ESL contingent on language ability
- ESL Enrichment After school Program will be implemented contingent on funding
- AIS in Reading/Math
- 37 ½ Minutes AIS 4 times per week (Push In/Bright Star/Reading Recovery)
- AIS in Writing Science/Social Studies Content
- Differentiated Instruction
- AIS Tier II Intervention during the school day
- Assign a ‘Buddy’ to help the child during the school day with academics as well as socialization
- Recommendations to re-evaluate IEP if the child was provided with special education services before
- Parent Support Workshops
- Testing Modifications

ELL 3 Years or Less Spanish/Language Other Than English

Assessment indicators:

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

Program Support:

- ESL Push In/Pull Out with a Newcomers Focus during ESL Block
- As per CR Part 154 , appropriate instructional units of ESL contingent on language performance and ability
- ESL Enrichment After school Program will be implemented contingent on funding
- AIS in Reading/Math
- ELA/ NYS Math/ ELL Interim Assessment
- 37 ½ Minutes AIS 4 times per week
- AIS in Writing Science/Social Studies Content
- Differentiated Instruction
- AIS Tier I or II Intervention during the school day
- Recommendations to re-evaluate IEP if the child was provided with special education services before
- Support Instructional Intervention materials recommended by NYCDOE

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
<ul style="list-style-type: none"> • ELL 3 Years or Less Spanish/Language Other Than English • Assessment Indicators: <ul style="list-style-type: none"> • At/near grade level goals in Native Language, when applicable • Below grade level expectations in the Native and Second Language • Program support: <ul style="list-style-type: none"> • Extension of Services 	100%	75%	50%
<ul style="list-style-type: none"> • As per CR Part 154, appropriate instructional units of ESL contingent on language performance and ability • AIS Teacher Push In Model in Reading/Math • ELA/ NYS Math/ ELL Interim Assessment • 37 ½ Minutes AIS 4 times per week • AIS in Writing Science/Social Studies Content 	100%	75%	50%
<ul style="list-style-type: none"> • Differentiated Instructional Program • AIS Tier II Intervention (SETSS/Speech Services at risk) during the school day • Recommendations to re-evaluate IEP if the child doesn't demonstrate academic improvement after 6-8 week Tier II Intervention in the native language and/or second language. • Parent Support Workshops 	100%	75%	50%
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

A. Programming and Scheduling Information

- Testing Modifications

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

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

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

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- Text Talk
- Focus on Learning
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- Wilson
- Foundations (Wilson for Early Childhood)
- Great Source Writing Pgm.
- Various Options Test Prep Materials
- NYCDOE Social Studies and Science Pacing Charts (recommended curricula topics)
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Students reaching proficiency are provided with one more year of ESL services at risk. Teachers create long, interim and short term goals for students in all content areas of instruction. In addition, students will continue to be grouped according to skill support. These students will be included in targeted pull out groups to support them in Reading and Writing. Title III funds will be used to support these students as well with an enrichment program afterschool that serves to further develop Reading, Writing, Speaking and Listening.

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Question # 11

A. Programming and Scheduling Information

funding)

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

support.

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

Question # 1

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

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

Question # 2

Support is provided for ELLs transitioning to Middle School include:

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

Question # 3

Topics	Presenter	Participant
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ELL 3 Years or Less Spanish/Language Other Than English

E. Parental Involvement

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

Paste response to questions 1-4 here

Question # 1

Curriculum Night

A Programming and Scheduling Information

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Question # 1

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

Question # 2

Museo del Barrio,

Question # 3

The needs of all parents are evaluated via informational surveys that are sent home in order to provide supports at home with students and academics.

Question # 4

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

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Courses Taught in Languages Other than English 

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts	0		
Social Studies:	0		
Math:	0		
Science:	0		

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

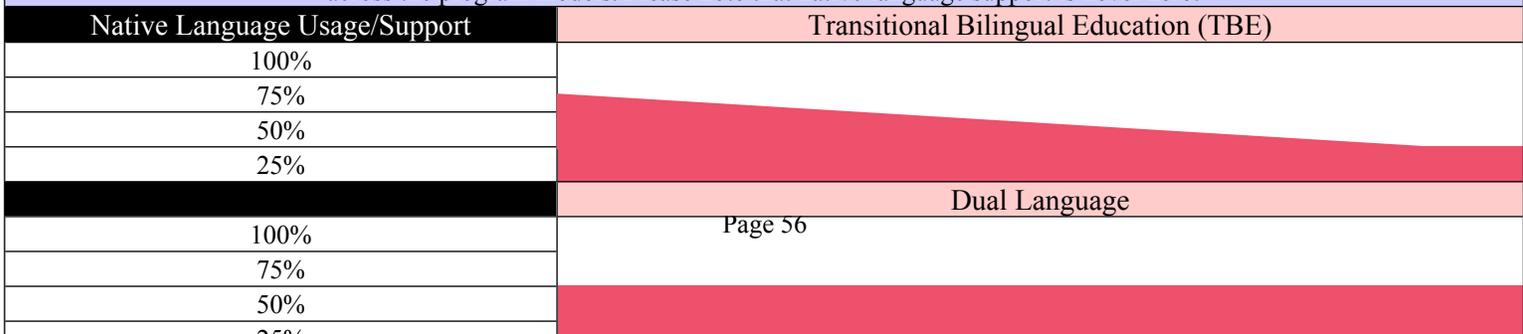
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

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

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

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

Question # 9

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

Question #10

This year our ESL program will consist primarily of a push in model versus a pull out model of instruction. The ESL teacher may take children from one class into another in order to service targeted students. The ESL teacher will also atriculate with the classroom teachers in order to provide more targeted instruction that also supports skills taught in the classroom.

Question # 11

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

Question # 1

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

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

Question # 2

Support is provided for ELLs transitioning to Middle School include:

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

Question # 3

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

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

Paste response to questions 1-4 here

Question # 1

• Curriculum Night

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Question # 1

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

Question # 2

Museo del Barrio,

Question # 3

The needs of all parents are evaluated via informational surveys that are sent home in order to provide supports at home with students and academics.

Question # 4

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

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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)	11	1	4	1	0	0								17
Intermediate(I)	0	1	1	0	5	1								8
Advanced (A)	1	0	0	0	7	6								14
Total	12	2	5	1	12	7	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	1	0	0	0	0	0							
	I	2	1	0	0	0	0							
	A	0	1	1	1	2	0							
	P	0	0	4	0	9	7							
READING/ WRITING	B	3	1	4	0	0	0							
	I	0	1	1	0	5	1							
	A	0	0	0	1	6	6							
	P	0	0	0	0	0	0							

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0

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

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

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

Native Language Tests

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

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

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

Paste response to questions 1-6 here

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

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/28/11
	Assistant Principal		10/28/11

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 04M038 **School Name:** ROBERTO CLEMENTE

Cluster: 06 **Network:** 607

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

a. Schools will determine within 30 (thirty) days of a student's enrollment (or, for students already enrolled, September 08, 2010 and procedure to be determined by the Office of Teaching and Learning) the primary language spoken by the parent of each student enrolled in the school, and if such language is not English, whether the parent requires language assistance in order to communicate effectively with the school.

- The school shall maintain an appropriate and current record of the primary languages of parents and students. Such information must be maintained in ATS and on the student emergency card.
- Primary language is English with Spanish as the second language dominance. Parents at PS 38 also come from Yemen Pakistan, Bengali and Africa.
- School will provide information sent home in English with a Spanish translation. Where necessary translation for Pakistan parents will be provided. Parents of Arab ethnicity speak and read English
- The central offices shall identify documents, which are distributed or electronically communicated to all or substantially all parents within the city containing critical information regarding their child's education, including, but not limited to:
 - a. registration, application and selection;
 - b. standards and performance (e.g. standard text on report cards);
 - c. conduct, safety and discipline;
 - d. special education and related services; and
 - e. transfers and discharges.
- The Central Translation and Interpretation Unit shall (a) translate such critical communication in a timely manner, in each of the covered languages and (b) work with the office responsible for the critical communication to make such translations available to the schools.

- Student Specific Critical Documents
- Schools shall provide parents whose primary language is a covered language with a translation of any document that contains individual, student-specific information regarding, but not limited to, a student's:
 - a. health;
 - b. safety;
 - c. legal or disciplinary matters
- Primary language is English with Spanish as the second language dominance. Parents at PS 38 also come from Yemen, Bengali, Africa and Pakistan.

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

Primary language is English with Spanish as the second language dominance. Parents at PS 38 also come from Yemen, Bengali, Africa and Pakistan. School will provide information sent home in English with a Spanish translation. Where necessary, translation for parents in languages other than Spanish/ English will be provided. Parents of Arab ethnicity and/or other diverse languages generally indicate that they speak and read English. The central offices shall identify documents, which are distributed or electronically communicated to all or substantially all parents within the city containing critical information regarding their child's education, including, but not limited to:

- registration, application and selection; standards and performance (e.g. standard text on report cards); conduct, safety and discipline; special education and related services; and transfers and discharges.

Part B: Strategies and Activities

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

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

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

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

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

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

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Roberto Clemente Learning Cen	DBN: 04M038
Cluster Leader: 607	Network Leader: Elmer Myers
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 40
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Public School 38/ Roberto Clemente proposes to utilize Title III grant funds to create a supplemental program for ELL's/LEPs that would support the development of vocabulary to enhance reading comprehension and writing skills in order to increase academic performance. Towards this end, we propose an after-school instructional program that will focus on enhancing the school's regular ESL program in order to encourage and motivate acquisition and learning of cognitive academic language indicated on the 2010 NYSESLAT. The program will service ELL and at risk currently EP but former ELL students of Grades 1-5. The afterschool program will utilize ESL support instructional strategies in collaboration with the ESL teacher that encourage social interaction further developing basic interpersonal skills, while developing academic concepts that correlate with the classroom environment in a natural approach.

2010 NYS ELA data suggests that ELLs have demonstrated progress in Grades 4 & 5 however ELLs in Grade 3 demonstrated that they performed below grade level expectations. NYSESLAT indicates that students in Grades 1-2 demonstrate performance at the Beginner -Intermediate range with Reading & Writing as the lowest scores. ELL students in Grades 3-5 score overall at the Intermediate- Advance range with Reading & Writing as the lowest scores. Teacher running records indicate that ELLs in Grades 3-5 read at levels below grade level appropriate range when compared to the established Independent Readability Levels by Fountas & Pinnell and Teachers' College.

The school will focus on the use of Pair It Books to further support development of Reading and Writing concept and skills utilizing informational texts integrated with the grade level appropriate Science curriculum in Grades 1-2 and Social Studies in Grades 3-5. The program will enrich the curriculum focus to support speaking and listening skills, reading comprehension and writing. The students will also be provided with an opportunity to utilize technology in order to facilitate creating written research reports on topics of study enhancing vocabulary, writing and reading of informational texts. Celebrations of student work serve to develop speaking, listening skills and social interaction consistent with Common Core Learning Standards for Reading of Informational Texts, Writing, Speaking and Listening. the aforementioned will allow parents to participate in an extension of the arts in the program.

Part C: Professional Development

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

- rationale
- teachers to receive training
- schedule and duration

Part C: Professional Development

- topics to be covered
- name of provider

Begin description here:

The program will run 3 days per week for a duration of 20 weeks. The school intends to use the ESL teacher as a consultant and collaborator for the two teacher(s) working with the targeted ELL students invited to participate in the program. The ESL teacher will provide professional development on the analysis of NYSESLAT data, formal and informal assessment data to inform teachers of which skills are targeted during the school day by other support staff members at PS 38 in order to make informed decisions on tabling strategies to utilize to enhance learning during the after-school program. As previously mentioned teachers will focus on the use of Pair It Books to further support development of Reading and Writing concept and skills utilizing informational texts integrated with the grade level appropriate Science topics in Grades 1-2 and Social Studies topics in Grades 3-5. Students in Grades 1 and 2 will be provided with choices on topics such as Sea Creatures in Ocean Environments, People and Communities of Lands Far Away, Health & Nutrition to Keep Our Bodies Healthy in an effort to enhance their knowledge and understanding of animal habitats, animal species and communities in the Atlantic, Pacific, Indian and Arctic Oceans, People and Communities. The program will enrich the curriculum focus to support speaking and listening skills, reading comprehension and writing. The students will also be provided with an opportunity to utilize technology in order to facilitate creating written research reports on topics of study enhancing vocabulary, writing and reading of informational texts. Celebrations of student work serve to develop speaking, listening skills and social interaction consistent with Common Core Learning Standards for Reading of Informational Texts, Writing, Speaking and Listening. the aforementioned will allow parents to participate in an extension of the arts in the program.

The instructional materials to be utilized will be purchased with NYSTL Funding and other funds sources available to be utilized by the school as the school has opted to consolidate funds. Professional Development will be conducted throughout the school day, where other teachers will be invited to attend in order to expose teachers to best practices with ELLs. The parent coordinator and SAPIS Worker will support parental involvement coordinating with an art activity for parent and child on the topic to accompany written work. Professional development opportunities for parents on how to support ELL parents with academics at home will be provided by the ESL teacher, Parent Coordinator and SAPIS.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here:

Rationale:

Parental workshops will be offered in order to support parents supporting students at home. In addition, parent workshops serve to further develop parenting skills etc in an effort to promote increased student achievement.

Schedule & Duration:

Professional Development for Parents will be provided by Literacy & Math Coaches in collaboration with Parent Coordinator and SAPIS Worker. Parent will be provided with PD Opportunities one time weekly for 4 weeks and will also be invited to all other Parent PD Worksessions during the school year.

Topics:

- ELL Identification Process ARIS for Parents
- Supporting ELLs at Home with Developing Writing Skills
- Supporting ELLs at Home with Reading
- Questioning for Higher Order Level Thinking

Parent Notification for Workshops:

- Flyers in Targeted Languages indicated on ATS and participating students
- Parent Coordinator Outreach
- School Monthly Calendars

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		