



**Department of
Education**

Dennis M. Walcott, Chancellor



**2012-2013
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

ROBERTO CLEMENTE LEARNING CENTER

04M038

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SUPERINTENDENT: **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	
Vanessa Ramos	*UFT Chapter Leader or Designee	
Judith Reyes	*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	
Shamra Whyte	Member/ Parents	
Shauna Morris	Member/ Parents	
Marilu Ramos	Member/ Parents	
Patricia Queen	Member/ Teachers	
	Member/	
	Member/	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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 2013, there will be a 5% increase in the number of students scoring at, near or exceeding grade level expectations as measured by the Spring 2013 NYS ELA in Grades 3-5 and Dibels End Of Year Assessment 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.

2011-2012 Progress Report Data indicates that the median growth percentile for students in Grades 3-5 scoring at/ above grade level standards on the 2012 NYS ELA is 57.5 %.

- **Currently 62% of students enrolled in Grades K-2 perform below grade level standards as measured by the Monthly Running Records, Dibels and Harcourt Benchmark Assessments.**
- **2011-2012 Progress Report Data indicates that 38.2 % of SWD in Grades 3-5 demonstrate progress at grade level expectations on the Spring 2012 NYS ELA**
- **2011-2012 Progress Report Data indicates that 40.5 % of ELLs in Grades 3-5 demonstrate progress at grade level expectations on the Spring 2012 NYS ELA**

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) key personnel 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.

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.
- Continued Teacher Effectiveness Program support for effective teacher development through observation and feedback

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

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Continue to support 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)
- 2012-2013 School Year Calendar sent home September 2012
- Parent Student Handbook on NYCDOE Regulation and Policy sent home September 2012 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 Tuesday of every Month
- Continue training for and ensure the participation of parents in the School’s Learning Leaders September – December 2012
- Provide Student Interim Progress Reports every 6 weeks to Parents
- Conduct Parent Teacher Conferences in November 2012 and March 2013
- Conduct Promotion In Doubt Conferences with Parents of students in danger of Hold Over Status in January- February 2013
- Implement Family Reading Day on third Friday per month from October 2012– June 2013
- Implement a Family Math Day on fourth Thursday per month from October 2012– June 2013
- Implement a Basic Computer Skills Workshops for Parents
- Establish a School Volunteer Program

Budget and resources alignment

Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

<u>Service</u>	<u>Program</u>
• 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)
• Penny Harvest	No Cost to School
• March of Dimes	No Cost to School
• Asthma Community Center	No Cost to School
• 21 st Century Afterschool	(Contingent on Funding)
• Mt. Sinai Clinic & Hospital	No Cost to School

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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 2013, there will be a 5 % increase in the number of students in Grades 3-5 scoring at, near or exceeding grade level expectations as measured by the Spring 2013 NYS Math Assessment in Grades 3-5 and Envision Math Program 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.

2011-2012 Progress Report Data indicates that 66 % students in Grades 3-5 scored at/above grade level standards on the 2012 NYS Math in Grades 3-5.

- **Currently 62 % of students enrolled in Grades K-2 perform below grade level standards as measured by the Monthly Unit Assessments for Envision Math.**
- **2011-2012 Progress Report Data indicates that 61 % of SWD in Grades 3-5 demonstrate progress at grade level expectations on the Spring 2012 NYS Math**
- **2011-2012 Progress Report Data indicates that 50% of ELLs in Grades 3-5 demonstrate progress at grade level expectations on the Spring 2012 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) key personnel 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.
- **75 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 75 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 Envision Math Curricula in Grades 3-5**
- **Pearson Predictive Assessments in November 2012 and May 2013 for Grades 3-5**
- **Pearson Interim Targeted Assessments 3 times September 2012-May 2013**
- **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 2012 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 2013 NYS Math Test by June 2013**
- **Use of Danielson Framework for teacher development and support to improve teacher pedagogy to support teaching and learning.**

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Continued support towards 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)**
- **2012-2013 School Year Calendar sent home September 2012**
- **Parent Student Handbook on NYCDOE Regulation and Policy sent home September 2012 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 2012**
- **Provide Student Interim Progress Reports every 6 weeks to Parents**
- **Conduct Parent Teacher Conferences in November 2012 and March 2013**
- **Conduct Promotion In Doubt Conferences with Parents of students in danger of Hold Over Status in January- February 2013**
- **Implement a Family Math Day on fourth Thursday per month from October 2012– June 2013**
- **Implement a Basic Computer Skills Workshops for Parents**
- **Establish a School Volunteer Program**

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I _____ Title IIA X Title III X Grants X Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Service

- Violence Prevention, Bullying
- Food Bank of NY
- ASPHALT Green
- Mighty Milers
- Hunter College Social Workers
- Basketball Team/ Health
- Leadership AIDP
- Mt. Sinai Clinic & Hospital
- Intergenerational Tutoring
- Penny Harvest
- March of Dimes
- Asthma Community Center
- 21st Century Afterschool
- Mt. Sinai Clinic & Hospital

Program

- SAPIS title IV
- No Cost to School
- (Contingent on Funding)
- No Cost to School
- No Cost to School (Union Settlement/OASIS Grant)
- No Cost to School
- No Cost to School
- No Cost to School
- (Contingent on Funding)
- No Cost to School

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 2013, there will be a 1% 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 2012-2013 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) key personnel 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 of each month.**
- **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

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). 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)**
2012-2013 School Year Calendar sent home September 2012
- **Parent Student Handbook on NYCDOE Regulation and Policy sent home September 2012 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 2012**
- **Provide Student Interim Progress Reports every 6 weeks to Parents noting attendance**
- **Conduct Parent Teacher Conferences in November 2012 and March 2013**
- **Conduct Promotion In Doubt Conferences with Parents of students in danger of Hold Over Status in January- February 2013**
- **Implement a Family Math Day on fourth Thursday per month from October 2012– June 2013**
- **Implement a Basic Computer Skills Workshops for Parents**
- **Establish a School Volunteer Program**
- **Pearson Predictive Assessments in October 2012 and May 2013 for Grades 3-5**
- **Pearson Interim Targeted Assessments 3 times September 2012-May 2013**
- **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**

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy Title I Title IIA Title III Grants X Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

<u>Service</u>	<u>Program</u>
• 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)
• Penny Harvest	No Cost to School
• March of Dimes	No Cost to School
• Asthma Community Center	No Cost to School
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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 2013, 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 anielson 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.
- **2011-2012 Progress Report for 04M038 reflects a need to improve on student performance by Grade 3 in Reading, and Math.**
- **2011-2012 Progress Report for 04M038 reflects a need to improve on adequate student progress in Grades 4 and 5 in Reading, Writing and Math.**
- **October 2012 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) key personnel 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, 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

- *Envision Math Program*
- **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 towards NYS Science Assessment**
- **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

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - Continue support for 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)
 - 2012-2013 School Year Calendar sent home September 2012
 - Parent Student Handbook on NYCDOE Regulation and Policy sent home September 2012 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 2012
 - Provide Student Interim Progress Reports every 6 weeks to Parents noting attendance
 - Conduct Parent Teacher Conferences in November 2012 and March 2013
 - Conduct Promotion In Doubt Conferences with Parents of students in danger of Hold Over Status in January- February 2013
 - Implement a Family Math Day on fourth Thursday per month from October 2012– June 2013
 - Implement a Basic Computer Skills Workshops for Parents
 - Establish a School Volunteer Program

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA _____ Title III _____ Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

<u>Service</u>	<u>Program</u>
• 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)
• Penny Harvest	No Cost to School
• March of Dimes	No Cost to School
• Asthma Community Center	No Cost to School

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 2013, 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 however this year we demonstrated an increase in parents at 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 Night/ Open School**
- **A need to increase 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: strategies/activities that encompass the needs of identified student subgroups, key personnel and other resources used to implement these strategies/activities, steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities, timeline for implementation.

- **Enhance articulation with parents to inform in terms of vital information quickly and accurately**
- **Establish parent bulletin board to highlight parent activities. (Ongoing)**
- **2013-2014 School Year Calendar sent home September 2013**
- **Parent Student Handbook on NYCDOE Regulation and Policy sent home September 2013**
- **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**
- **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 2013**
- **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 2014**
- **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

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

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

<u>Service</u>	<u>Program</u>
• 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) |
| • Penny Harvest | No Cost to School |
| • March of Dimes | No Cost to School |
| • Asthma Community Center | No Cost to School |

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA		<p align="center">RTI Model</p> <ul style="list-style-type: none"> • Small Group • Push In Teacher Support • One to one 	<ul style="list-style-type: none"> • During • AfterSchool
	<p>Mathematics Grades 3-5 Academic Intervention Services at PS 38 serve to provide further support in grades 3-5 via a 30 minute push in model during the 90 minutes of math instruction by an AIS Math</p>		

Mathematics

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 37 1/2 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

Grade K-2

Academic Intervention Services at PS 38 serve to provide further support in grades 1&2 via a 30 minute push in model during the 60 minutes of math by an AIS Math Teacher/Staff Developer who services level 1 and some low level 2 students. Tutoring Volunteers are also utilized to provide students with extra support 2x/week. Teachers targeting Math as their Professional Learning Community focus utilize their weekly

- Small Group
- Push In Teacher Support
- One to one

- During
- AfterSchool

	<p>professional development prep to analyze student data of identified struggling students in Math in order to provide differentiated targeted support during the 37 1/2 minute tutorials 4 times/ week. Every effort has been made to keep reduced class size in Grade K-2</p>		
Science	<p>Academic Intervention Services at PS 38 serve to provide further support for students in grades 5 Science via a 30 minute pull out model during the early morning and/or afternoons by an AIS Reading Teacher/Coach, who services level 1 and some low level 2 students in comprehension skills and concept development utilizing science content resources. In addition, level 2 students and some level 1 are provided with extra support via our extended day program in Reading 3x/ week utilizing science content material</p>	<ul style="list-style-type: none"> • Small Group • Push In Teacher Support • One to one 	<ul style="list-style-type: none"> • During • AfterSchool
Social Studies	<p>Academic Intervention Services at PS 38 serve to provide further support for students in grades 4 Social Studies via a 30 minute pull out model during the early morning and/or afternoons by an AIS Reading Teacher/Coach who services level 1 and some low level 2 students in comprehension skills and concept development utilizing science content resources. In addition, level 2 students and some level 1 are provided with extra support</p>	<ul style="list-style-type: none"> • Small Group • Push In Teacher Support • One to one 	<ul style="list-style-type: none"> • During • AfterSchool

	<p>via our extended day program in Reading 3x/ week utilizing Social Studies content materials.</p>		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>No Guidance Counselor</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>Individual and Group Therapy for student mandated for counseling services as per IEP.</p> <p>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>Mt Sinai Social Worker on staff, Mt Sinai Health Clinic that services students enrolled at PS 38 and community at large.</p>	<ul style="list-style-type: none"> • Small Group • Push In Teacher Support • One to one 	<ul style="list-style-type: none"> • During • AfterSchool

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

The school will utilize the NYCDOE Teacher Finder web access located on the NYCDOE’s Principal’s Portal for those teachers, who have been placed in excess in a given license area in order to learn information on teacher’s identification as ‘Highly Qualified. The principal/ assistant principal will interview the teacher. The teacher will be asked for a demonstration lesson. The school team will decide if the candidate is a good candidate for the students and school. In addition, Principal will review the teaching candidates former observations and ratings as well as contact the previous principal in order 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.

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

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT



Roberto Clemente Learning Center

PUBLIC SCHOOL 38

232 EAST 103RD STREET, NEW YORK, NY 10029

TELEPHONE: (212) 860- 5882

FAX: (212) 860-6093

Principal: Norma Caraballo
Yvonne Malcolm Spears

Asst. 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 **2012-2013** 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 _____

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 and/or return the forms sent home, further phone outreach is conducted. Any parent, who fails to return the form signed indicating a program of choice, will result in a default into a Free-Standing ESL Program. The parent will be advised in writing and will be provided with information regarding Free-Standing ESL.

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	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11

This school offers (check all that apply):

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

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

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

ELL’s Six Years Plus Spanish/Language Other Than English

Assessment Indicators:

- Below grade level expectations in the Native and Second Language

Program support:

- Extension of Services
- As per CR Part 154, appropriate instructional units of ESL contingent on language performance and ability
- AIS Teacher Push In Model in Reading/Math
- ELA/ NYS Math/ ELL Interim Assessment
- 37 ½ Minutes AIS 4 times per week
- AIS in Writing Science/Social Studies Content
- Differentiated Instructional Program
- AIS Tier II Intervention (SETSS/Speech Services at risk) during the school day
- Recommendations to CSE if the child doesn’t demonstrate academic improvement after 6-8 week Tier II Intervention in the native language and/or second language.
- Parent Support Workshops
- Support Instructional Intervention materials recommended by NYCDOE

A. Programming and Scheduling Information

- Testing Modifications

ELL's

Special Needs Spanish/Language Other Than English

Assessment Indicators

- Below grade level expectations in the Native and Second Language

Special Education Setting

- Extension of Services

- As per CR Part 154, appropriate instructional units of ESL contingent on language performance and ability

- ELA/ NYS Math/ ELL Interim Assessment

- 37 ½ Minutes AIS 4 times per week

- AIS in Writing Science/Social Studies Content

- Differentiated Instructional Program/IEP

- AIS Tier II Intervention (Paraprofessional/ Push In and Pull out by AIS Reading/Math Support Staff 1:1 or 1:3 tutoring) during the school day

- Tier II Intervention in the native language and/or second language (Extra ESL).

- Testing Modifications

- Parent Support Workshops

- Support Instructional Intervention materials recommended by NYCDOE

Supporting ELL's achieving language proficiency in English

Assessment Indicators:

- At grade level goals in Native Language

- At/Exceeds grade level goals in Second Language

- One more year of support ESL Services

- Mainstreaming for Literacy and/ or Math Instruction if applicable

- 90 Minute Literacy block Instruction in English

- 60- 75 Minutes of Math Instruction in English

- 37 ½ Minutes AIS 4 times per week

- Tier I AIS in Writing Science/Social Studies Content

- Support Instructional Intervention materials recommended by NYCDOE

- Participation in After-school Program Support

ESL Push In and Pull Out Program

PS 38 ELL population is small and allows for Push In and Pull Out services for our ELL students. The ESL teacher visits the mainstream classroom and provides cross-content support to students of mixed ability levels during their mandated number of ESL minutes per week as indicated on the CR 154. Occasionally students are "pulled out" and are worked with in small groups to provide further instruction. In addition, students who have demonstrated at grade level proficiency in English are provided with one more year of services as a means of support and intervention. In, Push In and Pull Out services by the ESL teacher are accommodated within the Literacy block/ Math/ /Writing/ Social Studies/Science Instructional blocks.

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

A. Programming and Scheduling Information

Math/ESL
Social Studies/ESL
Science/ESL

Monolingual	K-5	180 Minutes	Advanced
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Reading
Writing/ESL
Math/ESL
Social Studies/ESL
Science/ESL

Question # 3

Explicit Instruction: ESL/ ELA

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

ESL

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

- 1.) Listening: The students engage in authentic oral interactions through the use of audio media. The teacher uses such media to provide instruction in the area of oral comprehension through the modeling of altered voice velocities, accents, vocal timbres, and speaker genders. The students are also instructed in listening for important details.
- 2.) Speaking: The students are presented with key points related to oral communication in a variety of situations. The students are exposed to the key tenets of oral discourse theory as pertaining to multi-circumstantial situations.
- 3.) Reading: The students are provided with explicit reading instruction that parallels that of the ELA instruction administered to students in the monolingual program. The students are offered a teacher read-aloud at the start of the reading lesson. Reading comprehension strategies are reinforced in mini-lessons prior to the guided reading component of the lesson. Explicit instruction in phonemic awareness is a concentration of the primary grades, while a focus in more explicit comprehension instruction presides over the upper grade lessons. Routine assessment offers a bearing to the progress and achievement made by students in the area of explicit phonemic/comprehension skills.
- 4.) Writing: While engaging in the writing process, ELLs are provided with an explicit awareness of the writing process. Mini lessons include explicit instruction in the way of English language structures through explicit grammar awareness. Selected elements of an English grammar/writing program were purchased to reinforce these skills during writing mini-lessons. Routine assessment in the area of explicit grammar and writing skills accompanies this program resource for the tracking of student achievement solely in the area of writing.

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

Workshop Model Approach for ELA

Literacy Block

Read Aloud Activity (Motivation and Accountable Talk) , Mini Lesson

(Explicit and Clear Instructional Expectation and students' active engagement to ensure understanding), Guided Reading/ Independent Reading in targeted reading level 3-4 times /week or Shared Reading/Writing Activities

Writing Block

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

A. Programming and Scheduling Information

English Language Learners at a Beginner, Intermediate and Advanced Level

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

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

100 minutes of Mathematics

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

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

ESL Mandated Services

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

Interventions Offered

- Academic Intervention for Reading and Math After-school Program as well as enrichment via Sports and Arts Program (contingent of

A. Programming and Scheduling Information

funding)

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

Enrichment

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

ESL Push In/ Pull Out Model

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

Question # 4

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

- As per CR Part 154 , appropriate instructional units of ESL contingent on language ability
- ESL Enrichment After school Program will be implemented contingent upon 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 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

A. Programming and Scheduling Information

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

Early Childhood SIFE

Spanish/Language Other Than English

Assessment Indicators:

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

Program Support:

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

Upper Grades SIFE Spanish/Language Other Than English

Assessment Indicators:

- Interrupted Schooling (English Learning School System)
- At/near grade level goals in Native Language
- Below grade level expectations in the Native Language
- Little to no English
- ESL Push In/Pull Out with a Newcomers Focus during ESL Block
- As per CR Part 154 , appropriate instructional units of ESL contingent on language ability
- ESL Enrichment After school Program 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

A. Programming and Scheduling Information

- 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
- Parent Support Workshops
- Testing Modifications

ELL's Six Years Plus Spanish/Language Other Than English

Assessment Indicators:

- Below grade level expectations in the Native and Second Language

Program support:

- Extension of Services
- As per CR Part 154 , appropriate instructional units of ESL contingent on language performance and ability
- AIS Teacher Push In Model in Reading/Math
- ELA/ NYS Math/ ELL Interim Assessment
- 37 ½ Minutes AIS 4 times per week
- AIS in Writing Science/Social Studies Content
- Differentiated Instructional Program
- AIS Tier II Intervention (SETSS/Speech Services at risk) during the school day
- Recommendations to CSE if the child doesn't demonstrate academic improvement after 6-8 week Tier II Intervention in the native language and/or second language.
- Parent Support Workshops
- Support Instructional Intervention materials recommended by NYCDOE
- Testing Modifications

ELL's

Special Needs Spanish/Language Other Than English

Assessment Indicators

- Below grade level expectations in the Native and Second Language

Special Education Setting

- Extension of Services
- As per CR Part 154, appropriate instructional units of ESL contingent on language performance and ability
- ELA/ NYS Math/ ELL Interim Assessment
- 37 ½ Minutes AIS 4 times per week
- AIS in Writing Science/Social Studies Content
- Differentiated Instructional Program/IEP
- AIS Tier II Intervention (Paraprofessional/ Push In and Pull out by AIS Reading/Math Support Staff 1:1 or 1:3 tutoring) during the school day
- Tier II Intervention in the native language and/or second language (Extra ESL).
- Testing Modifications
- Parent Support Workshops
- Support Instructional Intervention materials recommended by NYCDOE

Supporting ELL's achieving language proficiency in English

Assessment Indicators:

- At grade level goals in Native Language

A. Programming and Scheduling Information

- At/Exceeds grade level goals in Second Language
- One more year of support ESL Services
- Mainstreaming for Literacy and/ or Math Instruction if applicable
- 90 Minute Literacy block Instruction in English
- 60- 75 Minutes of Math Instruction in English
- 37 ½ Minutes AIS 4 times per week
- Tier I AIS in Writing Science/Social Studies Content
- Support Instructional Intervention materials recommended by NYCDOE
- Participation in After-school Program Support

Question #6

All of our ELL-SWD's are in CTT classrooms with two teachers, including a Special Education teacher. In addition, some of our ELL-SWD's receive additional SETTs services, working in small groups on all content areas to either re-teach and/or reinforce skills that have been taught by the classroom teachers. Throughout the day, teachers differentiate instruction based on student needs with the use of scaffolding techniques, graphic organizers and game. In addition, teachers work with students in small groups in every subject area based on student needs. Teachers and students also set short, interim and long-term goals for students in each subject area. These goals, along with the student's IEP goals and the curriculum scope and sequence, guide teachers in their instruction. In addition, teachers conference with students on a regular basis in order to monitor progress and track growth.

Teachers in all grades use Everyday Math, and differentiate students based on ability levels in small groups on a daily basis. All grades also use the Teachers College (TC) writing curriculum. Teachers in grades K-2 use Harcourt's Storytown reading curriculum. Teachers in grades 3-5 implement TC's reading curriculum. Students in all grades who are in need of phonics remediation use Wilson's Foundations program. The ESL teacher also implements Houghton Mifflin's English curriculum, which focuses on incorporating grammar skills into speaking, reading, and writing fiction and non-fiction pieces. All of these researched programs are supplemented by teacher-created support tools as mentioned above.

Question #7

PS 38 has a CTT class on each grade (K-5) and one 3/4/5 bridge class. All of our ELL-SWDs are in CTT classes with no ELLs in the 3/4/5 bridge class. We do not have any 12:1 classes at PS 38. Having our ELLs in CTT classes allows for our ELLs to be in the least restrictive environment. As stated above, PS 38 follows TC's writing curriculum and Everyday Math in grades K-5 along with Harcourt's Storytown for reading in K-2 and TC curriculum for reading in 3-5. Although these are structured programs, teachers are required to differentiate with the use of instructional materials as well as small groups to meet student needs. This flexibility allows teachers, including the ESL and SETTs teacher to meet instructional goals in student's learning. Additionally, the SETTs, ESL and other special needs service providers work with the classroom teachers in order to make a schedule that, when possible, best fits the student's and the teacher's needs, making sure to push in to the classroom to work on skills that are aligned with a student's individual needs. Finally, the ESL teacher and other service providers articulate with teachers on the progress that their students are making and set new learning goals.

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:

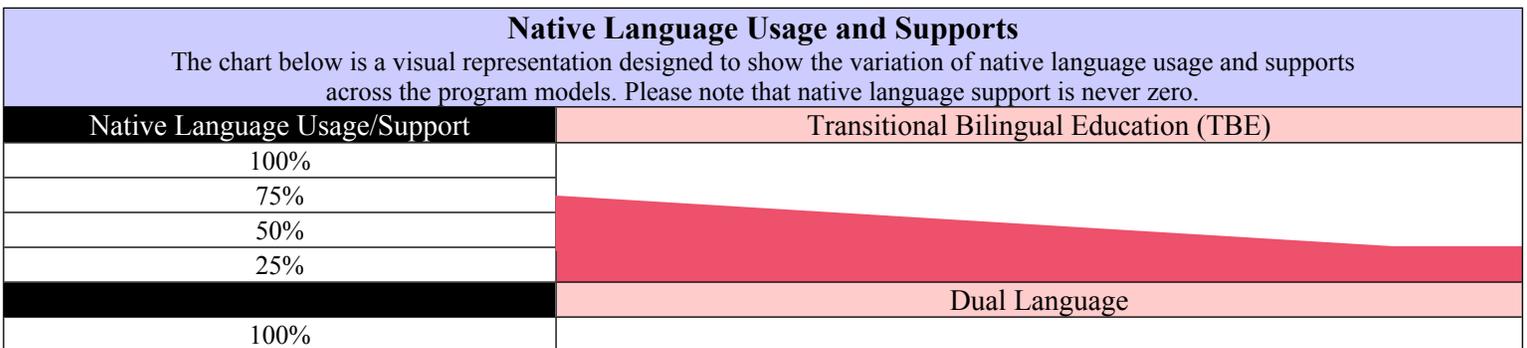
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		
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



75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
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.			

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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
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?

1Question # 8

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

PS 38 instructional program will not necessarily discontinue any program. We will not be utilizing a pull out model of instruction for ESL to make way for a push in model. The Push In model will serve to provide support for ELL students embedded in the content of the instructional day in order to avoid having ELL students pull out and lose instructional time in the classroom.

Question #12

Contingent on availability of school funds, all ELL students will take part in Reading and Math After-school Programs. In addition, ELL students will take part in Sports and Arts afterschool Programs offering enrichment in sports such as soccer, basketball and tennis. They can have options to participate in computers, visual arts and dance. They are also offered to take part in homework assistance during the school day. The ELL students take part in music with Education Through Music. PS 38 also has just implemented a band in Grade 5. PS 38 also offers 4th and 5th grade ELL student participation in the PS 38 basketball team, which plays against other school teams in East Harlem. Students in grades 3-5 are also invited to run and participate in PS 38's student government.

Question # 13

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

Question # 14

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

Question #15

Yes

Question # 16

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

Question # 17

N/A

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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
Assessment and Accountability	K. Schuster	All Teachers
Parental Involvement	N. Caraballo	All Staff

E. Parental Involvement

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

Paste response to questions 1-4 here

Question # 1

- Curriculum Night
- Curriculum Day
- Distribute Student Progress Reports in October, January and May.
- Report Cards will be distributed in November 2010 and March 2011.
- Promotion In Doubt Letters will be distributed in February 2011.
- Long Term Goal Setting Sheet
- Interim Goal Setting Sheet
- Short Term Goal Setting Sheet
- Monthly workshops supporting parents in developing and strengthening the parent/teacher relationship
- Monthly Workshops on supporting parents to support students at home in Reading, Writing and Math.
- Monthly workshops on supporting parents with students with disabilities.
- 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.

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
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

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

Paste response to questions 1-6 here

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Assistant Principal		10/28/11
	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 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 04m038 School Name: ROBERTO CLEMENTE LEARNING CENTER

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 05, 2013 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 Are also arriving from Yemen, Bengali, Africa and Pakistan. PS 38 will provide information sent home in English with a Spanish translation. Where necessary, translation for parents in languages other than Spanish/ English will be provided. Parents of Arab ethnicity generally indicate that they speak and read English. The central offices shall identify documents, which are distributed or electronically communicated to all or substantially all parents within the city containing critical information regarding their child's education, including, but not limited to:

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

Part B: Strategies and Activities

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information

Name of School: Roberto Clemente

DBN: 04M038

This school is (check one): conceptually consolidated (skip part E below)

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):

Before school After school Saturday academy Other:

Total # of ELLs to be served: 47

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 18

of certified ESL/Bilingual teachers: 01

of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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 2012 NYSESLAT. four teachers teaching the groups. two fo the teahcers paid by title iii. The program will service ELL and at risk currently EP but former ELL students of Grades 1-5. The afterschool program runs three days a week from December 3, 2012- April 2013 on Tuesday, Wednesdays and Thursday, during the hours of 3:15pm to 4:45pm. Four teachers will instruct small groups of ELLs. Only two of the four teachers are paid using Title III funds. All the teachers will work in collaboration with the ESL teacher. They will plan and co teach with the ESL teacher. They will use ESL instructional strategies that encourage social interaction further developing basic interpersonal skills, while developing academic concepts that correlate with the classroom environment in a natural approach.

2012 NYS ELA data suggests that ELLs have demonstrated progress in Grades 3 & 5. However ELLs in Grade 3 also demonstrated that they performed below grade level expectations. This impacts students now in Grade 3 and 5. 2012 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 Readabilty Levels by Fountas & Pinnell and Teachers' College.

The Saturday Program will run from March - April 2013 from 9am-12pm. 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 and Social Studies curriculum in Grades 1-5. 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 afore-mentioned 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
- topics to be covered
- name of provider

Begin description here:

The program will run for a duration of 20 weeks from December, 2012 - March 2013. The workshops are conducted every second and fourth Wednesday of the month as per an SBO during a 60 minute lunch time. The school intends to use the ESL teacher as a consultant and collaborator for the 3 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 Social Studies and Science topics in Grades 1-5. Students in Grades 1-5 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 that argues the students' position on an issue. 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 afore-mentioned 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:

Parent 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 monthly for 4 months 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 Development of Higher Order Level Thinking

CCLS Expectations and Criteria for Reading/ Writing/ Speaking /Language Arts across Content Areas

NYCDOE Citywide Expectations 2012-2013

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 <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		