

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: ROBERTO CLEMENTE LEARNING CENTER PS 38
DBN (i.e. 01M001): 04M038
Principal: CARLINA SANTOS-BARTON
Principal Email: CSANTOS@SCHOOLS.NYC.GOV
Superintendent: ALEXANDRA ESTRELLA
Network Leader: ELMER MYERS

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Carlina Santos-Barton	*Principal or Designee	
Vanessa Ramos	*UFT Chapter Leader or Designee	
Yolanda Denton	*PA/PTA President or Designated Co-President	
Leveda Hollis	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	
Lori Chipkin	Member/ Teacher	
Marie Mc Andrew	Member/ Teacher	
Shamra Whyte	Member/ Parent	
Laura Pasoti	Member/ Parent	
Frances Garland	Member/ Parent	
Belia Owen-English	Member/ Parent	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. 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.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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 2015, we will increase the school wide median unadjusted growth percentile by 5 points in mathematics and ELA as measured by the 2014-2015 School Quality Guide.

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.

As per the 2013-2014 School Quality Guide PS 38 is meeting their targets in Student Progress with our current English Median Adjusted Growth in the 65th percentile and our Math Median Adjusted Growth in the 57th percentile. However, PS 38 still struggles to increase the number of scholars meeting and exceeding grade level standards on NYS ELA and mathematics assessments, ELA - 8.3% and Math 13.5%. In addition, there were no students in SETSS achieving levels 3's and 4s on ELA or Math NYS assessments in 2013-2014 and less than 10% of scholars in ICT or Self Contained settings meeting or exceeding grade level standards. These results indicate a need to provide scholars with support at their levels to develop their skills and increase their understanding of grade level work in both literacy and math. In addition, teachers need assistance with monitoring student progress, understanding and mastery to quickly work on next steps that will better support scholars.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. After school program, ME Academy, to provide support with homework and reinforce skills learned fostering independence. This will serve as a tutorial for struggling and at risk scholars.
2. Purchase equipment and other academic resources to enhance instruction in classrooms grades 3-5.
3. A variety of professional development and support structures (teacher teams, content area teams, book study in cohort teams, school based teacher leaders to attend outside professional development opportunities) to support teachers with implementing teaching strategies, increase student engagement in both literacy and math inside and outside of the classroom.
4. Curriculum planning per session activity. Grade teams will select members to work with representatives from a grade above/below to reflect on literacy units taught and develop future literacy units so that the reading and writing for each unit work to support each other. Teachers will use the CCLS as the basis for their discussions and outline teaching objectives that will support the big ideas and essential questions of each unit.
5. Differentiated support structures (Bi-weekly reviews, independent and guided reading) to provide customized support to groups of students.

B. Key personnel and other resources used to implement each strategy/activity

1. For ME Academy 1 supervisor 3 teachers and 2 paraprofessionals will support scholars after school 2 days a week for 1.5 hours. An enrichment component that includes sports and the arts will help to encourage and promote regular attendance to the program and CCLS aligned resources.
2. 2 Smart boards, 3 laptops, 1 desk top
3. Literacy Coach, classroom teachers, administration and Network support personnel will facilitate workshops, lead book studies, participate in learning walks and provide feedback using the Danielson Framework for Teaching and per diem substitutes to cover teachers attending PD outside or with in the school community. Poster paper for weekly Math Tasks and independent reading books for Reading Challenge.
4. Classroom Teachers (1x-2x per month for 2 hours ea.) , administration.
5. Fountas and Pinnell Benchmark Assessment Kit, Teachers, administration, Guided reading books and Phonics resources (Words Their Way or Foundations)

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Fountas and Pinnell Benchmark assessment kits, Go Math beginning, midyear and end of year assessments, ReadyGen PBA's are all in-house assessments that will be used to monitor and track student progress and program effectiveness.
2. The Danielson Framework for Teaching will be used to evaluate and monitor teachers' implementation of learned strategies. Student progress on benchmark assessments indicated above (#1) and student work products will be used to evaluate the effectiveness of the professional opportunities being provided.
3. Same as 1 and 2
4. Teacher data talks and Action plans as well as indicators for 1 and 2.

D. Timeline for implementation and completion including start and end dates

1. January 2015 – May 2015
2. September 2014 – June 2015
3. December 2014 – June 2015
4. September 2014 – June 2015

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. After school Per Session during the school
2. 6 Calendar days were scheduled to support this work, Per Diem Subs may be used to support with coverages
3. Per Session after school
4. Data Inquiry Tuesdays, Tuesday – Thursday DEAR, Reteach and Review Fridays – bi-weekly)

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).

Homework sheets and parent newsletters keep parent informed about student progress. Unit culminating activities include inviting parents to share students work products and celebrate their success. Monthly workshops to share school wide goals and support structures. Parent Literacy night/day.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy		Title IA		Title IIA	x	Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Goal and Action Plan #2

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 2015 we will decrease the number of occurrences by 5% as measured by the Online Occurrence Reporting System.

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.

2013 – 2014 School-wide OOR's Report that indicates a total of 58 incidents, 34 of which were levels 4 and 5 infractions.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Implementation of Positive Behavior Interventions and Supports school wide.
2. Increase SIT meetings to include behavioral intervention needs.

B. Key personnel and other resources used to implement each strategy/activity

1. Teachers, administration, school incentives store, posters, scholar dollars, enrichment activities as incentives (Midori music program -1 lead teacher 2 hours for 20 weeks, basketball – 1 teacher 3 hours for 14 weeks, Movie tickets, etc.)
2. School based support team members, administration

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Monitor OOR's data to track the decrease/increase of school wide occurrences, student attendance will be monitored for progress.
2. Benchmark assessments every 6-8 weeks to monitor student progress.

D. Timeline for implementation and completion including start and end dates

1. September 2014- June 2015
2. Same

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. PBIS Team to meet monthly to monitor occurrences and initiative implementation.
2. SIT meets every other week to review student data for progress and behavioral improvements.

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).

Regular phone calls will be made home to inform families of any behavioral irregularities or concerns. School messenger will be used to inform families of celebrations and other incentive opportunities for scholars.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Goal and Action Plan #3

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 2015 PS 38 families grades PK-5 will have at least 1 opportunity every other month to participate in an academically focused activity at the school as evidenced by agendas, school-wide calendars and flyers.

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.
 As per the 2013-2014 Parent survey 87%of parents feel that the school communicated what they needed to do to prepare their children for college and career success.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. School-wide events and functions that include but are not limited to a curriculum night, CCLS in Math and ELA, NYS Exams, special education process, the discipline code, holiday community gatherings, monthly Coffee with the Principal, Coffee and Conversation with the school social worker, Pre-K monthly workshops, etc.
2. Grade level activities and documents that include but are not limited to culminating events, family holiday gatherings, teacher's Tuesday office hours, bi-monthly newsletters, weekly homework sheets and sign offs with student weekly grades,

B. Key personnel and other resources used to implement each strategy/activity

1. PC, PTA Exec, Teachers, administrators, guidance counselor and SETTs, ESL Teachers, food, incentives (books, gift certificates, movie tickets, etc.) supplies (i.e. paper, ink) Phone messenger, etc. LEAP for workshop facilitation.
2. Administration, teachers, parent coordinator, coach school social worker, supplies (i.e. paper, ink) Phone messenger, bulletin board.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Parent Surveys collected in January, March and May that indicate parent receptiveness to workshops
2. Same as above and student interim progress reports, meeting attendance (sign in's), parent surveys, parent attendance (sign in)

D. Timeline for implementation and completion including start and end dates

1. September 2014- June 2015
2. September 2014- June 2015

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Meetings will be held during the school day and after school. Staff will be covered and schedule changes will be made as needed.
2. Same, PTA Meetings and additional parent conferences during and after school availability.

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).
 See above

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA		Title IIA	X	Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Goal and Action Plan #4

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.

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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.

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	ME Academy Reading Tutorial DEAR Review and Reteach Friday	Small group Small group Small group One to One	After school After school During the school day During the school day
Mathematics	ME Academy Review and reteach Friday	Small Group Small Group	After School During the school day
Science	Push In personnel	Small group	During the school day
Social Studies	Push In Personnel	Small Group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Academic and Socialization Groups (Guidance Counselors)	Small group or one to one as needed	During the school day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
In addition to reviewing licensure information perspective candidates are required to provide demonstration lessons and show portfolios that provide a clear picture of their educational philosophy. Mentors are assigned for new teachers and teachers who request additional support as needed. Professional development is provided by all teachers and administrators as needed.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Teachers meet weekly to discuss curriculum, assessment data and professional practice. The CCLS, content area scope and sequence and Danielson's Framework are key resources available at each meeting. Standards are used to develop rubrics, review student work products and plan learning activities. Weekly homework sheets are collected and reviewed by administration to ensure that rigorous grade level work is being required of each scholar, grade PK-5. Teachers and administrators are sent out for PD and expected to turn key to either their grade team or the entire staff dependent upon the PD content. Effective and Highly effective classroom practices are shared via the weekly newsletter, staff conferences, or grade team meetings

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Collaboration with (Bo Diaz department) is fostered to ensure that STH are provided with additional academic support via after school program. NYC shelter DOE liaisons work collaboratively with our attendance committee to ensure that STH scholars are in school and have all they need. A partnership with Mount Saini Medical Center ensures that scholars medical needs are all met.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Professional development is provided to all teachers. These workshops provide teachers with the opportunity to work collaboratively and realize the connections to the standards for each grade level. Pre-K teachers work closely with K teachers to ensure that they are implementing the age and grade appropriate skills needed to better prepare students for Kindergarten. Workshops are also held for parents to inform them of what they should expect throughout this school year in Pre-K and how they can support their scholars in preparing for Kindergarten.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
The school currently has a professional development team that sits and discusses and outlines a calendar for school wide professional development for all teachers individually and collectively based on teacher observation data and student data. Teachers and administrative staff work together to plan and facilitated the topics identified by the PD Team. During PD teachers discuss grade and class level data and utilize this information to plan future units and lessons that will better meet the needs of all scholars.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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)

**Roberto Clemente P.S. 38
Parent Involvement Policy**

In acknowledgement of much reliable research proving that parental involvement raises the academic achievement of students, **PS 38** encourages involvement of parents through an active Volunteer Program, Family Workshops, School Leadership Team, and an active Parent Teacher Association. Parents are encouraged to assist in such activities as: Classroom assistance, workshops, and Parent Teacher Conferences and Parent Literacy & Math workshops. A calendar that includes activities of all of the school's leadership groups is to be produced annually.

This Calendar will include at least one family activity per school month.

In order to build an effective home-school partnership, **PS 38** will provide the following:

1. An annual orientation meeting where parents will meet their child's teacher and be educated about their rights and responsibilities and encouraged to be involved in their child's education.
2. A flexible number of meetings and activities throughout the year to assist parents in understanding the federal and state academic content and student achievement standards, as well as local academic assessments. The Parent Coordinator in conjunction with administrators and staff will arrange meetings to focus on how parents and teachers can work together to monitor their child's progress in order to improve student achievement.
3. A varied schedule for meetings and conferences in order to accommodate the needs of parents.
4. A minimum of two scheduled Parent Teacher Conferences, where the progress of the student will be discussed as well as the expectations for the grade level, school curriculum, test information and any other concerns that the teacher or parent may have.
5. Continuous communication to assist parents in understanding the school curriculum and student achievement through News and Notes, **PS 38** School Report Card, **PS 38** Parent- Handbook, handout, emails, phone calls, mailings and student achievement reports. Monthly calendars and school newsletters will include parenting tips and suggestions. All invitations will be sent in a timely manner with an additional follow-up reminder.
6. A school-parent compact designed by parents and school staff that outlines how parents, school staff and students share the responsibility to improve academic skills.
7. Every year, a survey for all parents shall be conducted by the Department of Education and parent coordinator to collect opinions and concerns of parents about the current program and to collect suggestions for improvement and topics for meetings that meet the needs of parents.

Every effort will be made to communicate with parents in a format and language that is free of educational jargon and easily understandable by all. Parents and community member are always to be made welcome at **PS 38** Elementary School.

SCHOOL-PARENT COMPACT

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

This school-parent compact is in effect during the 2014/2015 school year.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

Provisions bolded in this section are required to be in the Title I, Part A school-parent compact.

School Responsibilities

The Roberto Clemente Learning Center P.S. 38 will:

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

- *Instruction is differentiated for all students based on their data-derived performance levels*
- *Class projects are designed with a multidisciplinary focus*
- *Literacy is taught via Reading workshop and Phonemic awareness programs*
- *Math curriculum uses manipulative: to teach concepts as much as possible*
- *Science core curriculum is taught using the inquiry-based, hands-on approach*
- *Science and social studies projects and school wide curriculum fairs will be assigned*
- *Technology is integrating into all subject areas through classroom based projects and activities as well as intervention when and wherever possible.*

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

Greet and Meet the Teachers night Tuesday, Sept. 16, 2014 and Parent-Teacher conferences will be held on Thursday, November 13, 2014, Thursday, March 19, 2015 and Wednesday, May 13, 2015 afternoon and evening conferences will be held in one day. On Tuesday afternoons our teachers will hold individual Parent Teacher conferences with parents by appointments. Teachers will also host parent informational workshops to help strengthen the school-home connection. Teachers will be prepared with students' grade, portfolios, and they will instruct parents how to help their children at home. The Parent Coordinator will invite the local CBO's (Community Base Organizations) organize an informational fair for the P.S 38 parent community to inform parents of what is offered in the community. The Parent Teacher Association greets parents at the entrance and educate parents on upcoming events taking place in the school community.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

In addition to be-annual report cards, identified students will receive daily progress reports to keep parents informed of their academic and behavioral performance. A parent handbook, and special notices will provide additional on-going communication to keep parents informed and involved students' success in school activities, in general and in particulars.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Teachers will arrange parent conferences as requested/needed to provide information to insure students' success. Parent Coordinator will be the initial contact person for parent conferences and will relay concerns, direct parent inquiries and requests to the appropriate person(s) at timely fashion.

5. **Provide parents opportunities to volunteer and participate in their child’s class and to observe classroom activities, as follows:**

Parents will have the opportunity to become school volunteers. Parents who serve as school volunteers will have the opportunity to select a wide range of ways to help out in their children’s education.

Parent Responsibilities

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

- Monitoring attendance.
- Provide information to the school on the type of training or assistance I would like and/or need to help me be more effective in assisting my child/children in the educational process
- Provide my child with the necessary supplies needed for school
- Expect homework daily
- Check and sign homework to ensure that it is completed.
- Set aside a time to help my child with homework
- Confer with my child's teacher if he/she is unclear about assignments
- To communicate with my child’s/children’s teachers about their educational needs.
- Request homework assignments missed due to student absence and have my child complete missed work
- Staying informed about my child’s education and communicates with the school by promptly reading all notices from the school or the school district either received by my child or by mail and respond in a timely manner.
- Participate, as appropriate, in decisions relating to my child’s education.
- Show interest and concern for my child's success
- Read with my child/children daily
- Ensure that my child takes assignments as a serious matter
- Assist my child in planning a time and proper atmosphere for completing homework assignments
- Remove distractions such as television, radio, music when necessary
- Minimize the amount of television my child/children watch and promote a positive use of my child’s extracurricular time
- Monitor access to appropriate internet web site(s)
- To share the responsibility for improved student achievement
- Serve as a school volunteer to support student achievement and safety at my child’s school
- Serve, to the extent possible, on school safety meetings, policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy, the District-wide Policy Advisory Council, the School Support Team or other school advisory or policy groups

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the state’s high standards. Specifically, we will:

- Completing my homework daily to the best of my ability
- Getting and completing homework and class work assignments due to absences
- Forward all school notices and information to parents or guardians on a timely manner.
- Follow RACE as our school based core values also outlined in our Scholar’s Creed/Mustang Mantra

School

Date

Parent

Date

Student

Date

• ***PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED.***

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$163,424.25	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$78,542.00	X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,577,572.00	X	See action plan

¹Explanation/Background:

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

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

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

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.



Department of English Language Learners and Student Support

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 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Roberto Clemente PS 38	DBN: 04M038
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 39
Grades to be served by this program (check all that apply):
<input 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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

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. Analysis of the 2013-2014 NYSESLAT data reveals that students at PS 38 struggle most with listening, reading and writing among the four modalities. Our after-school instructional program will focus on enhancing the school's regular ESL program in order to encourage and motivate acquisition and learning of cognitive academic language with an opportunity to demonstrate their learning in a culminating performance. For scholars grades 2-3 (19 students) supplemental instruction will target phonics and early literacy skills using guided reading. Students in grades 4 and 5 (10 students) will engage in small group activities that will help to increase academic vocabulary and improve comprehension skills as well as further develop writing skills.

Phonics/Phonemic awareness – Younger students (grades 1-3) will receive guided instruction using Words Their Way to support and further develop phonemic awareness.

Guided Reading/Reading strategy – This structure will provide all students with models and guided practice of the strategies learned to support phonemic awareness, fluency, vocabulary and reading comprehension. Teachers will use Reading A-Z and The Continuum of Literacy Learning to support this work.

Independent reading and writing – Here students will be use computer based programs like Imagine Learning, Reading A-Z, and The Continuum of Literacy Learning to further support reading and writing skills. Scholars will also be assigned various writing tasks to increase not only the quantity of writing but through feedback and conferencing the quality of the writing will also be improve. Students will be instructed primarily in English; however, native language supports will be incorporated where instructionally appropriate.

There will be 2 teachers, Only 1 teacher certified in TESOL K-12 and because we only have 1 ESL teacher the other teacher will be certified under Common Branches . There will also be 1 Supervisor for this program. Both teachers will work collaboratively to plan and support eachother to teach scholars using a variety of ESL instructional strategies that encourage and further develop basic interpersonal skills while reinforcing academic concepts, skills, and strategies. This program will run 3 hours a week (2 days 1.5 hours) for 16 weeks. Teachers will have 16, 1 hour weekly sessions to plan and prepare materials for

Part B: Direct Instruction Supplemental Program Information

this program. The Supervisor (at no cost to Title III) will also provide direct support and guidance for these sessions (this occurs during regular DOE contractual hours for the supervisor). The program is slated to begin in December 2014 and conclude in April 2015 in a culminating performance/celebration by the scholars.

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:

In alignment with the City-wide Professional Development vision at no cost to Title III, PS 38 will expedite a three-tiered professional development plan. First, all teachers will be mandated to attend weekly 80 minute sessions of professional development during the school year as per the UFT Contract, of which a minimum of three (3) sessions will be dedicated to developing the teachers' knowledge of and adeptness in applying ESL methodology and resources. Additional topics to be unpacked via these mandated PD sessions will include: A focus on elements 3b, 3c, and 3d of the Charlotte Danielson Framework for Teaching, at least 2 book studies focused on strategies that enhance the use of student discussion and thinking in all classrooms, and the review of literature and videos that foster the idea of making content more accessible for all learners in the classroom. Said presentations will provide forums by which to present school-wide initiatives to all of the staff. This initial work will then continue to be nurtured, catering to grade-specific concerns, in the context of ongoing follow-up team planning sessions that will take place once or twice each month during the regular school day.

Additionally, an after school per-session program will be incorporated to provide much needed support and guidance to the ESL teacher who has only been teaching for less than 2 years. In a 1.5 hour sessions every 2 months (total of 4 sessions) the ESL and CB Title III professionals will engage in professional learning cycles discussing topics that include teaching "core basics," i.e. management, developing a learning environment, and planning. As the months progress the professional development topics will move into more integral information such as standards, rubrics, looking at student work, and instructional strategies and supports that provide access to content for all learners. The groups professional development sessions will run from December through June.

Observations and student work products will be used to evaluate the success of this professional program.

Part C: Professional Development

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:

PS 38 is committed to continuing to develop the solid foundation of parental involvement that has been established in recent years. Therefore, an on-site Parent Coordinator will strive to maintain active communication with the local community, inviting its members to enlist themselves as active, informed team players with a vested interest in the education of their children. The Parent Coordinator will collaborate with the PTA Executive Board to schedule workshops on assorted topics, such as the available educational models for ELLs and their respective benefits.

The PTA will continue their work as active members of the learning community by participating in periodic Learning Walks with the Professional Development team and providing constructive feedback which will then be considered when evaluating the effectiveness of PD at our site. The PTA will also facilitate bi-monthly “Coffee with the Principal” sessions during which time the Principal will avail herself to hold conversations with all interested members of the community regarding the progress of the school, its programs and upcoming events.

The ESL Teacher will collaborate with the administration and the parent coordinator to provide parents with ongoing orientation sessions regarding the assortment of services available to ELLs across the City. Said orientations will occur, as needed, within ten days after the enrollment of a newly arrived ELLs.

The parent coordinator will also serve as the schools translator for documents, parent conferences and workshops.

In addition, a series of workshops in the areas of math and literacy will provide parents with the knowledge necessary to help their children succeed on the State Standardized tests. In the area of math, parents will be exposed to different strategies and games to use to make math fun and less

Part D: Parental Engagement Activities

threatening for children as well as themselves as the support for their children. Workshops in the area of literacy will include topics such as “Ways to help children increase comprehension through questioning,” “Reading to and with your children,” and “Using daily activities to teach reading strategies and increase vocabulary.”

Through this menu of parental involvement opportunities, we expect that parents will gain the knowledge and confidence necessary to support their children’s achievement, as evidenced through student work products, performance assessments, NYSESLAT, and the annual State assessments.

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	_____	_____

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 04	Borough Manhattan	School Number 038
School Name Roberto Clemente Elementary School		

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Carlina Santos-Barton	Assistant Principal Yvonne Malcolm-Spears
Coach Patricia Queen	Coach type here
ESL Teacher James Yakscoe	Guidance Counselor Mildred Delorise-Harris
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Alexandra Felix
Related Service Provider Laura Smith	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	286	Total number of ELLs	40	ELLs as share of total student population (%)	13.99%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-In	2													2
Pull-out	1	1	1	1	1	1								6
Total	3	1	1	1	1	1	0	8						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	40	Newcomers (ELLs receiving service 0-3 years)	32	ELL Students with Disabilities	13
SIFE	0	ELLs receiving service 4-6 years	8	Long-Term (completed 6+ years)	0

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 SWD. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0			0			0			0
Dual Language	0			0			0			0
ESL	32		7	8		6	0			40

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	32	0	7	8	0	6	0	0	0	40
Number of ELLs who have an alternate placement paraprofessional: _____										

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									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: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

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	6	7	3	1	5	6								28
Chinese														0
Russian														0
Bengali		1	3		1	1								6
Urdu			1											1
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			2	1	2									5
TOTAL	6	8	9	2	8	7	0	40						

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	0	1	2	0	1	0								4
Intermediate(I)	2	2	4	0	4	4								16
Advanced (A)	4	5	3	2	3	3								20
Total	6	8	9	2	8	7	0	40						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	1			7
4	4	2			6
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4		3						7
4	3		3						6
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			5		2				7
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									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								

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
At PS 38 we utilize the Fountas and Pinnel Benchmark Assessment tool to assess literacy skills. In addition we use writing performance assessment data provided by the school's current literacy program (ReadyGen) to identify deficiencies in writing. This data is used to develop instructional groups and the specific skills and strategies needed to support and improve language acquisition for our ELLs

and overall academic achievement of all students. Thusfar our data shows that our ELL scholars struggle with staying focused in their writing, identifying main idea and details, and grade appropriate, academic vocabulary.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The majority of students fall into the Advanced Band (15) with a large amount of students in the Intermediate range (13) and a small group of Beginner students (2). Students tend to score higher in the Listening and Speaking sections with lower relative scores in reading and writing. The majority of our students have been receiving services less than 3 years and the plurality of students move up at least one level each school year.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

PS 38 students scored lowest in reading and writing modalities on the NYSESLAT assessment. Students are grouped according to the NYSESLAT proficiency level and their scores in the reading and writing modalities. We have an advanced group of 3rd through 5th graders and a beginner/intemmediate group of 3rd through 5th graders. In the 3rd through 5th grade band student projects focus on reading and writing skills as those modalities are where the students had the lowest scores. In addition to reading and writing projects class time is devoted to building off of the ReadyGen curriculum to provide extra support for students struggling in the classroom. Since most of our students scored advanced or proficient in listening/speaking instruction is focused on building off of existing skills. Newcomer students and students who have lower scores in listening/speaking are grouped together in the lower grades so that targeted lessons in phonics can be administered with a focus on increasing academic vocabulary.

4. For each program, answer the following:
 - a. 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?

PS 38 currently offers a push-in pull-out ESL program. Students do not take a native language assessment. However, ELL Periodic Assessments have been administered. We have recently taken one and the results are not in as of yet. Results will be reviewed to determine additional supports needed for scholars to ensure improvement towards English language proficiency. The data will be compared to gains made on running records and writing assessments to ensure correlation and teachers will utilize the information to determine the focus in other support structures, i.e. Rtl and or AIS.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

At PS 38 assessments that are administered in the classroom structure as well as City and State assessments help to determine the different supports needed for all scholars. Progress checks are also administrered by teachers regularly to monitor progress and determine if additional structures are needed to better support the scholars in reaching English proficiency and overall academic success. For example at the onset of the 13-14 school year the ESL provider reviewed student NYSESLAT and LAB-R data to develop language goals for each scholar. That informaiton was then used to create groups and devise a schedule that would allow the provider to push-in or pull-out depending the needs and goals of each scholar. When the ESL teacher pushes in he may work in a small group with ELL scholars in need of the tier 2 support in the given content area using specific ESL strategies. With other scholars, in need of more intense support, the ESL teacher may utilize materials that will engage a smaller group of ELL scholars on specific strategies i.e. decoding, listening, phonemic awareness.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Information from the both the parent interview and the educational background are used when considering any instructional support structures for a scholar.
7. 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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Monitor State assessment results, (AYP for ELLs) and student work.

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

1. Describe the steps followed for the initial identification of 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
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 LABR. 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.

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.
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. [see tool kit](#).
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit](#).)

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, the ESL teacher, Mr. Yakscoe, 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 by both the ESL teacher and parent

coordinator, Ms. Felix. 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 2013 will be used to determine eligibility for continuation of services for the September 2013-2014 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 2014 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.

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.
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
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
A schedule will be created and students will be pulled from classes and the ESL teacher will administer the reading, writing, and listening in small groups of students at the same level. The ELL teacher and another pedagogue will then pull students individually to administered the speaking portion of the NYSESLAT test.
6. 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.) 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. 
The trend in program choice that parents have requested has remained relatively consistent as roughly half of the incoming parents chose TBE (3/6) with 2 ESL and one Dual Language program first choice. However, none of the parents wanted to transfer their students from PS 38. There is a consistent request for TBE however, due to the low number of ELLs in contiguous grades it is unfeasible to create a TBE classroom as they fail to meet the required 15 student minimum.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

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 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 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)
- 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
- 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 Beginner

Reading/ESL

Writing/ESL

Math

Social Studies/ESL

Science/ESL

Monolingual K-5 360 Minutes Intermediate

Reading/ESL

Writing/ESL

Math/ESL

Social Studies/ESL

Science/ESL

Monolingual K-5 180 Minutes Advanced

Reading

Writing/ESL

Math/ESL

Social Studies/ESL

Science/ESL

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)?

Explicit Instruction: ESL/ ELA

All Teachers follow the ReadyGen curriculum 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.

ReadyGen curriculum 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:

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 ReadyGen curriculum 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 Go Math 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 Go Math 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 offunding)
- 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.

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 foster language development and meet the demands of the Common Core Learning Standards.

Free standing ESL is the only structure currently offered at PS 38. Therefore all scholars participate in content area instruction with their general monolingual classmates. When possible the ESL provider pushes in to support instruction or pull's out and infuses ESL methodologies to support language acquisition.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

N/A

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Students take baseline assessments that evaluate their language skills in all four modalities at the beginning of the year. They are then tested again after each quarter to determine progress in each of the four modalities. In addition ESL activities are designed to assess student skill levels in each of the four modalities through both daily lessons and the larger unit plan. End of unit assessments have reading, writing, listening, and speaking components to determine English acquisition success in each of the modalities.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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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
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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

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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

7. 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?

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 ReadyGen writing curriculum. Teachers in grades K-2 use ReadyGen reading curriculum. Teachers in grades 3-5 implement ReadyGen'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.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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 ReadyGen writing curriculum and Everyday Math in grades K-5 along with ReadyGen for reading in K-2 and ReadyGen 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	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	45 minutes per day	45 minutes per day	45 minutes per day

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

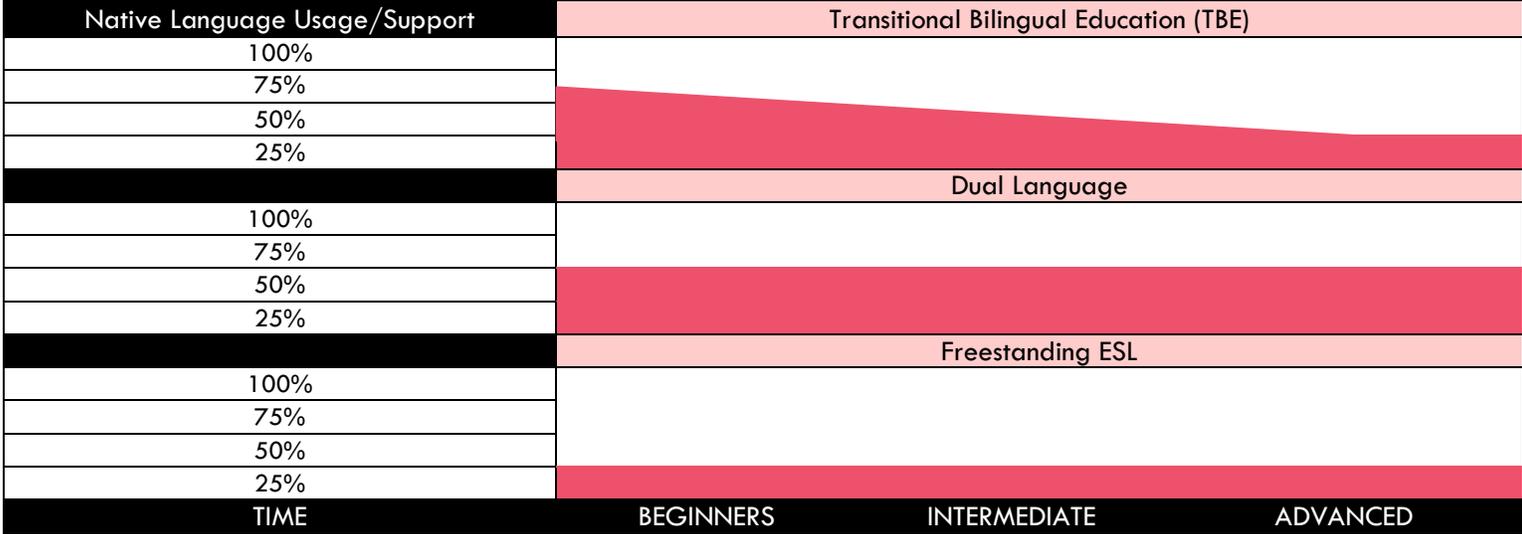
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	Beginning	Intermediate	Advanced
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

Native Language Usage and Supports

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



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

9. 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.

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.

- ReadyGen reading and writing curriculum
- 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

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The program has been very effective at meeting students needs as there has been consistent progress with students proficiency levels from year to year. 13 students advanced at least one proficiency level while only 5 stayed at the same proficiency level and 2 dropped proviciency levels. PS 38 approaches language development through both a social and an academic context and looks to provide students with skills that can work both inside and outside the classroom. Students progression at both the academic and social level highlights the programs effectiveness in ELLs acquisition of the English Language.

11. What new programs or improvements will be considered for the upcoming school year?

For the 2014-2015 school year our goal is to increase the number of push-in oportunities through strategic classroom assignments for high intermediate and advanced ELL students. The collaboration between the classroom teacher and ESL provider will help to strengthen and increase English language acquisition for these scholars through increase vocabulary development the use of ESL methodologies to support reading comprehension instruction.

12. What programs/services for ELLs will be discontinued and why?

No programs or services for ELLs will be discontinued.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native Language support is provided at PS 38 through trade books in the schools library in students home language as well as support and outreach in both English and home language. PS 38 does not have a TBE or Dual language program.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Books and resources are provided at all reading levels. When and wherever possible dual language materials are also provided.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- 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.
18. What language electives are offered to ELLs?
- No language electives are currently offered to ELLs
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
 - PS 38 Teachers of ELL scholars participate in professional development provided to all teachers. We employ a tiered model of professional development where by there is whole group PD that include but are not limited to the following topics:
 - Understanding the Common Core Learning Standards
 - Implementing the literacy and Mathematics shifts in instruction
 - Using the Danielson Framework for Teaching as a tool for engagin in quality practice
 - Additional PD is provided in smaller grade level settings for teacher teams around looking at student work and data analysis as well as planning for the different student needs in your classroom.

Finally professional development is also provided to the individual teacher based on needs identified through formal and informal observations.
 - ELL scholars engage in all activities and supports provided to non ELL's. They attend open houses for middle schools, 5th grade scholars are counceled individuallly and in a group regarding what is to come in middle school.
 - Teachers are introduced to a variety of teaching strategies that will help to engage the differing learners in their individual classrooms including ELLs and SWD's. Strategies include but are not limited to the following:
 - Improve understanding and use of academic vocabulary
 - Using scaffolds that support all learners
 - Reviewing student work products and analysis of student data to make instructional decisions in ELA.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?
 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
 2. Museo del Barrio, Mount Sainai family services, Union Settlement all provide services to all scholars at PS 38.
 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.
 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.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: Roberto Clemente Learning Cent

School DBN: 04M038

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Carlina Santos-Barton	Principal		12/6/13
Yvonne Malcolm-Spears	Assistant Principal		12/6/13
Alexandra Felix	Parent Coordinator		12/6/13
James Yakscoe	ESL Teacher		12/6/13

	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Patricia Queen	Coach		12/6/13
	Coach		1/1/01
Mildred Delorise Harris	Guidance Counselor		12/6/13
	Network Leader		1/1/01
Minerva Colon	Other <u>Family Worker</u>		12/6/13
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 04M038 School Name: Roberto Clemente Learning Center 38

Cluster: 6 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.

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

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

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

Part B: Strategies and Activities

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

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

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

Oral interpretation is available at the school level. Office staff and teachers are available to support with Spanish translations as needed. The Parent Coordinator has also provided oral translation support as needed. For support in languages other than Spanish the Central Translation service will be employed.

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

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