



[SCHOOL NAME]

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: **(P.S. 138)**
ADDRESS: **760 PROSPECT PLACE, BROOKLYN, NY 11216**
TELEPHONE: **(718) 467-0800**
FAX: **(718) 953-3422**

TABLE OF CONTENTS

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

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

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

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

SECTION IV: NEEDS ASSESSMENT.....10

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

SECTION VI: ACTION PLAN.....12

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

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

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

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

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

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

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

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

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

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 138 **SCHOOL NAME:** P.S. 138

SCHOOL ADDRESS: 760 PROSPECT PLACE, BROOKLYN, NY 11216

SCHOOL TELEPHONE: (718) 467-0800 **FAX:** (718) 953-3422

SCHOOL CONTACT PERSON: Ms. Marie Chauvet-Monchik **EMAIL ADDRESS:** Mchauve@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Dr. J. Sealy

PRINCIPAL: Ms. Marie Chauvet-Monchik

UFT CHAPTER LEADER: Mr. Carlton Powell

PARENTS' ASSOCIATION PRESIDENT: Ms. Latoya Leopold-Albert

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 17 **CHILDREN FIRST NETWORK (CFN):** ICI

NETWORK LEADER: Julia Bove

SUPERINTENDENT: Rhonda Hurdle-Taylor

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

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

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

Name	Position and Constituent Group Represented	Signature
Ms. M. Chauvet-Monchik	*Principal or Designee	
Mr. C. Powell	*UFT Chapter Chairperson or Designee	
Ms. Leopold-Albert	*PA/PTA President or Designated Co-President	
Ms. Dufeu	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Ms. Cordelia Alexander	DC 37 Representative, if applicable	
None	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Maxine Seals	CBO Representative, if applicable	
Bergson Cayard	Member/	
Christopher Dakos	Member/	
Joseph Sealy	Member/	
Sandra Barr	Member/	
Betty Pender	Member/	
Daizy Cruz	Member/	
Julia Defoe	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Public School 138 is located in the Crown Heights section of Brooklyn, New York. This Pre-Kindergarten to eighth grade school serves a population of approximately 950 students from culturally diverse backgrounds. Many immigrants from the Caribbean, Latin America, Africa, and Asia make up our school community. The main building houses grades Pre-K through 8. Latest available data shows that approximately 88.2% of the students are African-American; 7.9% are Hispanic; 1.9% are white; and 1.2% are Asian. The initial referrals to special education comprise 4.5% of full-time participants and an additional 4.2% attend special education classes on a part-time basis.

The school houses three Pre-K classes, four kindergarten classes, six 1st grade classes, six 2nd grade classes, five 3rd grade classes, five 4th grade classes, five 5th grade, five 6th grade classes, four 7th grade classes, and four 8th grade classes. There are 5 self-contained special education classes (from 2-7). There are 4 inclusion classes (grades 2, 3, 6, & 7). There is also an ESL program for grades K - 8, which serves English Language Learners. The average class size in grades Kindergarten through 3rd grade, following the Early Grade Class Size Reduction Program, is 18 students. The average class size in grades 4 and 5 is 28 students. In grade 6, the average size class is 25 students. In grades 7 and 8, the average class size is 30 students. Students are grouped heterogeneously. Current strategies for implementing the new continuum include the workshop model, small group/individualized instruction and academic intervention, ongoing professional development, and ongoing assessments, which are used to drive instruction.

The student body is serviced by 109 professionals and supporting staff, including one principal, 2 assistant-principals, 80 teachers, 2 coaches, 10 paraprofessionals, 2 secretaries, 2 guidance counselors, 6 school aides, 2 school safety-officers, and additional supporting personnel. Of the 88 teachers and staff, approximately 98% are fully licensed and permanently assigned to this school. Ninety-four percent have more than five years teaching experience and more than 94% have their master's degree. Five teachers have fewer than three years of teaching experience. To facilitate the implementation of the citywide balanced literacy and mathematics program for the fall of 2010, the staff will include a full-time literacy and mathematics coach and a parent coordinator will continue to provide instructional support to teachers, students, and to parents.

Every child is entitled to a free lunch. Over 70% of the children live with grandparents, foster parents, or in households headed by a single parent. Our neighborhood has one of the highest infant mortality rates in the United States, a major characteristic of at-risk children. Most of our students live in neighborhoods portraying low-income families, high unemployment rates,

all leading factors that place students at risk for performing poorly in school. (*Natriello et al., 1990*). A high percentage of the student population is of Caribbean descent. Their linguistic backgrounds are comprised of English, Haitian Creole, Spanish, and Yemen or Arabic. The student population also includes a considerable number of English language learners originating from Yemen, Sierra Leone, and Pakistan.

The major area of concern is devising instructional strategies to address the needs of the low academic achievers as determined by the scores obtained on state and city standardized assessments. A review of the 2009 state and citywide assessments indicates that there is still a need to increase the number of students performing at or above grade level in both English Language Arts and Mathematics. Of equal importance is the performance of special education and ELL students, since these groups make up a significant percentage of those students performing at level 1. In order to authenticate our school's vision and mission, the school will take the initiatives to implement differentiated instructional remediation and enrichment programs and strategies in balanced literacy and math, in grades Pre-K through 8. It will also provide academic intervention services, offer professional development, use data to drive instruction, conduct frequent walk-throughs and formal and informal observations, consult and hold conferences with teachers, students, and parents. In addition, provisions for extended instructional time (as needed) and frequent parental involvement activities will be made available in order to foster ongoing communication that will seek other ways to enhance student learning and performance in all areas of the curriculum according to the mandates of the state standards.

In the lower grades, the students are facing the challenge of making the transition from developmental reading to building comprehension. A reading specialist is needed in grades Pre-K through 3 to address the needs of all at-risk students, including general education, special education, and ELLs. Research shows that when the adult-student ratio is low, students perform better. There is a need to place additional educational assistants in all of our early-childhood classes. Therefore, among priorities for improving student performance in both reading and math are creating opportunities for inclusion of students with special needs and students in general education classes; providing adequate and intensive professional development for teachers in order to meet the needs of special education population, and implementing effective strategies to meet the needs of ELL population and move them from level 1 to level 2 or higher. As a result, P.S. 138 will provide collaborative ongoing, sustained plans to design instructional practices and to improve the academic performance of all students. Much emphasis will be placed on intervention programs for all students who need special support services. This year, P.S. 138 will continue to run a number of sub-academies in order to monitor students' academic progress more closely and to provide intervention and prevention services needed. Parents are provided with detailed outlines of the curriculum in each subject area. They will be constantly apprised of their child or children's progress. Using this approach, all students are expected to perform on or above grade level at the end of each year. Students with remarkable talents will be challenged to excel at their own pace. They will be provided with ample opportunities to fully develop their talents at a higher level.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	P.S. 138			
District:	17	DBN #:		School BEDS Code: 331700010138

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	72	51	68		90.4	90.5	90.9		
Kindergarten	90	73	88						
Grade 1	97	99	108	Student Stability: % of Enrollment					
Grade 2	85	120	98	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	85	94	108						
Grade 4	95	95	87						
Grade 5	100	108	88	Poverty Rate: % of Enrollment					
Grade 6	85	110	102	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	92	80	106		92	94.1			
Grade 8	113	96	97						
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					38	34	25		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total					58	50			
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	42	47	45						
No. in Collaborative Team Teaching (CTT) Classes	31	42	39	Principal Suspensions	2	26	11		
Number all others				Superintendent Suspensions	7	26	6		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10
(As of October 31)				CTE Program Participants	N/A	N/A	N/A
# in Trans. Bilingual Classes	0	0		Early College HS Participants	N/A	N/A	N/A
# in Dual Lang. Programs	0	0					
# receiving ESL services only	50	50		Number of Staff: Includes all full-time staff			
# ELLs with IEPs	6	6		(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	82	85	82
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	4	25	3
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	13	14	16
	17	13	14				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	98.5	98.5	100
American Indian or Alaska Native	0	0	0	Percent more than two years teaching in this school	96.7	96.7	96.7
Black or African American	89	88	89	Percent more than five years teaching anywhere	94.0	94.0	94.0
Hispanic or Latino	8	8	7				
Asian or Native Hawaiian/Other Pacific Isl.	2	2	1	Percent Masters Degree or higher	94.0	94.0	94.0
White	2	3	2	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	97	97.0	100
Multi-racial	N/A	N/A	N/A				
Male	N/A	N/A	N/A				
Female							

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	√			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)			Secondary Level (✓)		
	ELA:			ELA:		
	Math:			Math:		
	Science:			Grad. Rate:		

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√	√				
Hispanic or Latino	√	√	√				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-	-				
Other Groups							
Students with Disabilities	√	√	√				
Limited English Proficient	√	√	√				
Economically Disadvantaged	√	√	√				
Student groups making AYP in each subject	√	√	√				

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	P
Overall Score	16.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Well-Developed (+)
School Environment (Comprises 15% of the Overall Score)	10.7	Quality Statement 2: Plan and Set Goals	Proficient (√)
School Performance (Comprises 25% of the Overall Score)	17.7	Quality Statement 3: Align Instructional Strategy to Goals	Well-Developed (+)
Student Progress (Comprises 60% of the Overall Score)	41.9	Quality Statement 4: Align Capacity Building to Goals	Well-Developed (+)
Additional Credit	6.0	Quality Statement 5: Monitor and Revise	Proficient (√)
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

After conducting a comprehensive review of our school's educational program informed by the most current quantitative and qualitative data pertaining to student performance (and student performance trends) based upon indicators from school report cards, progress reports, quality reviews, ECLAS, ARIS, NYS testing results, Inquiry Team, and other school-based assessments, the following results, in summary form, have been compiled:

The student performance trend, which is evident at P.S. 138, is the students' increased ability to process, analyze, evaluate, and synthesize information across the academic content areas. Students have developed the ability to read, write, listen, and speak for critical analysis and evaluation. This higher order thinking ability is evident not only in literacy but across the content areas. In order to meet the math standards, students use their literacy skills to develop conceptual understanding, procedural fluency, and ultimately, critical multi-level problem solving skills. These academic strengths are evident in the students' academic portfolios, Acuity periodic assessment results, school-based assessment findings, and NYS ELA and Math test data. It is of critical note, that from 2008 to 2009, in ELA, the percentage of P.S. 138 students meeting or exceeding the standards increased from 51% to 63.59%. The NYS math test results revealed that the P.S. 138 students meeting or exceeding the standards increased from 76% to 83.5%. This pattern is true not only for the general population overall, but for all student sub-groups as well.

Amidst the challenges that exist, the school possesses great strengths and has made, and continues to make, noticeable accomplishments. The sub-academies formed, have contributed greatly to the level of success for our students. These academies allow for a clearer focus of services to the diverse student population. Whether students are below level, on level, or above level, instruction is being tailored to meet student needs in all grades. In addition, through on going professional development, teachers are able to improve their instructional practices in all subject areas of the curriculum. By identifying their own strengths and weaknesses, they are able to plan collaboratively through on-going study groups, before and after school as well as during common planning time. Most importantly of all, the school's duly formed Inquiry Team, along with the AIS providers, by monitoring and tracking student progress, have contributed greatly to the accomplishments, which are being made in the school in regards to

student academic improvement. It is the applied knowledge, acquired through analysis of the data, which has enabled the teachers to use it appropriately to tailor instruction to individual students and small groups of students. Moreover, the Inquiry Team, AIS Providers, and classroom teachers, through professional development, analysis, and teacher-to-teacher planning sessions regarding student work, have all become increasingly proficient at using the aforementioned data to tailor their instruction in order to better meet the individual student needs. This appreciation and examination of data, by the teaching staff, have also led to a more adept use of data derived from diagnostic, formative, and summative assessment. Their developing expertise continues to contribute greatly, as it explicitly informs the teaching and learning happening in our school and which contributes greatly to the marked success demonstrated in the formative and summative assessment.

These efforts have wrought dramatically positive outcomes; namely, the NYS assessment results and the increase in student overall performance. Over the past couple of years P.S. 138 has concentrated on academically empowering students in helping them to meet the NYS standards.

In order to empower our level 1 students, we have provided targeted, small group instruction. Our AIS intervention plan has also included differentiated instruction, authentic and on-going assessment, as well as accelerated instruction for level 3 and 4 students. As part of the ever increasing enrichment and accelerated instruction being made available to the students, we have implemented, and acquired many new academic tools. For technology, we have purchased dozens of new computers (both laptops and desktops), a Smart-board for every floor in the school, the Renzuli Accelerated Instructional Program for the computer lab, and Scantron computer assessment program (where 99% of our student population has already been assessed using the software). In addition, P.S. 138 has a strong music program, where students are instructed in the violin and the Core Knowledge music curriculum. For the 8th grade student body, P.S. 138 offers accelerated classes for the regents in math, earth science, and biology. Finally, among our many accomplishments is the implementation, over the past few years, of our after-school program and Saturday Academy, both of which offer an intense curriculum in ELA and math enrichment and remediation.

For all the academic success P.S. 138 has achieved, when compared to the previous years, there are still barriers faced in our effort of to improve the habits of student attendance. However, through constant collaboration of the efforts of the in-house attendance personnel, a variety of policies are implemented on an on-going basis in order to rectify this problem. In addition, transition of students in and out of the community, and in particular students in temporary housing, who must be placed to meet the state mandates, tend to contribute greater to this barrier since the amount of time that they spend in P.S. 138 is minimal as a result of their housing instability. Nevertheless, we continue to give them the necessary educational services needed for the duration of time that they are with us. Most often they leave before marked gains are demonstrated. All teachers, at P.S. 138, are involved in continual professional development, mentoring, and peer-collaboration. The transition of teachers out of P.S. 138 slows the progression of teacher expertise (as new teachers are hired to fill the vacancies) which without a doubt can affect student performance in a negative way. Of equal concern, amongst the many barriers, are such factors as economic status, children of foster care, and unstable, single-parent households.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

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

For the 2010-11 academic school year, P.S. 138 has developed many goals. They are as follows:

- 1) **Goal #1:** After reviewing the school data, for the school year 2010-2011, the Inquiry Team found that there is a need for more students to make markable gains in their scale scores. As a result our aim is that by June 2011, 3% to 5% of the students, including those represented in the various sub-groups, will increase their performance levels in literacy, math, social studies, and the arts as measured by the interim assessment benchmarks and by the New York State exams.
- 2) **Goal #2:** Based on results of the survey done by the school Inquiry Team, by June 2011, 100% of the staff will study and implement the Understanding by Design model, in order to improve instructional best practices and overall student academic performance.
- 3) **Goal #3:** As a result of the need to use more data to improve teaching and learning, by June 2011, the Inquiry Team will be doubled in size in order to focus on instructional strategies and academic intervention as measured by ARIS, Acuity, and the NYS assessments in ELA, math, science, and social studies in order to drive instruction.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal #1: After reviewing the school data, for the school year 2008-2009, the Inquiry Team found that there is a need for more students to make markable gains in their scale scores. As a result our aim is that by June 2010, 3% to 5% of the students, including those represented in the various sub-groups, will increase their performance levels in literacy, math, social studies, and the arts as measured by the interim assessment benchmarks and by the New York State exams.</p> <p>Goal #2: Based on results of the survey done by the school Inquiry Team, along with the school data reports, by June 2010, 100% of the staff will study and implement the Understanding by Design model, in order to improve instructional best practices and overall student academic performance.</p> <p>Goal #3: As a result of the need to use more data to improve teaching and learning, by June 2010, the Inquiry Team will be doubled in size in order to focus on instructional strategies and academic intervention as measured by ARIS, Acuity, and the NYS assessments in ELA, math, science, and social studies in order to drive instruction.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Goal #1 Action Plan: Teachers:</p> <ul style="list-style-type: none"> Will use The Core Knowledge Curriculum from grades K—8. They will use effective teaching principles and research proven best practices, general reading strategies. Included will be The Principles of Learning, Camborne’s conditions for learning in order to effectively increase and deepen student learning abilities and proficiencies in all areas of the curriculum wherein all students will be facilitated and instructed to meet and/or exceed the NYS Standards.

- Will foster and enhance project based instruction from grades Pre-K to 8. They will develop skills in asking thought provoking questions to clarify understanding and raise levels of comprehension and will use the school enrichment model using Types I, II, and III activities to further strengthen and extend their cognitive and meta-cognitive approach to comprehension, wherein all students will be facilitated and instructed to meet and/or exceed the NYS Standards.
- Will work with The Academic Intervention and Inquiry Teams in order provide necessary support, to those struggling students, based upon the results from formative and summative assessments
- Will be continually trained in meeting the needs of the academically accelerated students. Planning meetings began in the 2006—2007 school year, where teachers worked collaboratively before, during, and after school in researching Dr. Ed Hirsh's Core Knowledge curriculum in order to customize and align the curriculum with the New York City and State curriculum.
- Will be engaged in inter-visitation of schools with similar programs—those using The Core Knowledge Curriculum from K—8, in order to compare, evaluate, revise, and upgrade pedagogical practices.
- Will be engaged in on going focus groups (school wide) to study the latest research-based studies on accelerated learning, in order to plan and tailor instruction.
- Will be attending professional development courses, on a continual basis, during the school year, in gifted education, in order to extend the knowledge-base of accelerated learning and teaching.

Administration:

- Will continue to expand our accelerated academy, catering to students' needs based on aptitude, interest, and motivation.
- Will foster a culture which celebrates learning, at all levels,—and which recruits more students into the accelerated program.
- Will purchase Core Knowledge material from Pearson Learning, Sussman, National Geographic, Great Source, and other vendors in order to fully and successfully implement the program.
- Will continue to incorporate the use of class sets of literacy guide reading books from Mondo Publishers, and SRA reading laboratory, in order to assure that students are being instructed according to their functional levels (differentiated instruction).
- Will purchase additional technological equipment: laptops, smart boards, desktop computers, and software to supplement present instructional resources and enhance teaching and learning.
- Will subscribe to Renzuli and Treasure Island software in order to facilitate above grade level materials for students and staff.
- Will provide enrichment instruction before and after school for the purpose of acceleration across the curriculum.
- Will renew the contract a music/art vendor to provide enrichment instruction in flute, violin, theater, and other areas of fine arts.
- Will schedule creatively so that the physical education teacher can also provide classical, modern dance, and yoga instruction.
- Will schedule a school wide Chorus program where students practice classical and contemporary songs, from 7:30—8:30 AM daily. (They present their talents during monthly

assembly programs and special evening celebrations).

- Will develop, implement, and schedule a debating team after school for middle school students.
- Will schedule a chess club for middle school students during lunch.
- Will organize the athletic intramural teams: boys' soccer team, boys' basketball team, girls' basketball team, and girls' stepping team.
- Will organize a Visual Arts club, where students will nurture their artistic abilities and perform historically based musicals as well as other works of art.

Indicators of Interim Progress and/or Accomplishment for Goal #2:

- Distribute teacher surveys every 3 months and use the results of the surveys to create a professional development calendars (on a quarterly bases) in order to meet the differentiated needs of teachers.
- Use the below listed weekly common planning times for administration and teachers to discuss, on a bi-monthly basis, the implementation and possible modifications of on going curriculum as well as review assessment results in order to continually refine instruction in order to tailor the instruction to the learners' individual needs.

<i>Grade</i>	<i>Period</i>	<i>Day</i>
Pre—K	6	Friday
Kindergarten	7	Tuesday
First	4	Wednesday
Second	3	Thursday
Third	3	Thursday
Fourth	6	Tuesday
Fifth	7	Wednesday
Sixth	6	Tuesday
Seventh	3	Tuesday
Eighth	6	Wednesday
Science	2	Monday
Math	8	Thursday
AIS	7 & 8	Friday
Technology	8	Monday
JPL Academy	2	Monday
Special Ed.	2	Friday
SBST	2	Friday

- Monitor (by The Inquiry Team and the Administration) and revise if necessary, on a monthly

basis, the grade level scope and sequence, based on The Core Knowledge Curriculum, and the skills of the week, to ensure implementation of the standards, in all curriculum areas.

- Offer on-going mini-courses on differentiated instruction during the year, at least once per month.
- Continue to have the lead mentor from ICI—LSO work with special education teachers in differentiated instruction, while using the IEP's as the guideline. Continue to work with the literacy coach, and two other mentor teachers, mentoring newly hired teachers.
- Encourage content area teachers, in all grades, to collaborate and plan together, to improve teaching.
- Have special education teachers, all of whom have been trained, continue to implement *Success for All*. *Success for All* is implemented in all special education classes.
- Continue to have teachers, from the four collaborative team teaching classes, revisit and evaluate their methodology, sharing their successes in order to improve student performance, on a bi-weekly basis. Continue to monitor and support special education teachers (whose students are assessed using data folios) as per the requirements expected during training received—with regard to data folios, earlier this year. (They will also continue to work collaboratively with the IEP teacher and the service providers).
- Provide in-service training to ESL teachers in order to turn-key information with to their colleagues.
- Continue The Inquiry Team's work in using data to propel teaching and learning.
- Utilize the Mondo reading program to improve literacy, in all areas.
- Continue the professional development, by two Language Arts ISS's from ICI, both of whom are working with the social studies and the literacy department, twice a month.
- Continue the professional development, with the math ISS's, from ICI, working with the middle school math teachers in order for teachers to continue math instruction using past data to customize instruction.
- Have administrators use the professional development received, to assist teachers in their delivery of instruction.
- Continue the collaboration with Urban Education, providing science teachers in all grades, with professional development to better prepare to address students' needs in science. They will also continue to prepare for the new third and sixth grade science exams as well.
- Our LSO, which is ICI, will continue to provide 15 days of differentiated professional development and data driven instruction. .
- Continue the support of marginal teachers working closely with peer teachers, to improve their pedagogical skills.
- Have teachers engage in inter-visitations, and intra-visitations, for instructional enhancement purposes.
- Maintain the support and means for teachers to be able to read and study professional literature by accessing the in-house professional library
- All teachers will have unlimited access to four computers in the teachers' resource rooms, in addition to their classroom computers.
- Continue to encourage all staff members have, and utilize, a DOE email address.

	<ul style="list-style-type: none"> • Monitor and support teachers and paras in using and developing the skills, in technology, to enhance pedagogy and implement a variety of educational initiatives. • Monitor and support teachers utilizing information from ARIS, Acuity, and Scantron in order to address diverse students' abilities and to customize instruction for students. • Ensure the execution of content and strategies, learned at workshops by the social studies teachers, to enhance the delivery of instruction. • Monitor and support both the math and literacy coaches, to turn-key their acquired knowledge, to the pedagogical staff at P.S. 138, and collaborate with the administrative staff, The inquiry team, and classroom teachers in order to enhance instructional delivery and student achievement. <p>Indicators of Interim Progress and/or Accomplishment for Goal #3:</p> <ul style="list-style-type: none"> • All staff will have access to Acuity and Scantron in order to generate information for their classes and additional test practice materials for individual students. • Inquiry Team members will turn-key the information to the teaching staff who will use the information to enhance instructional delivery and improve student performance. • Teachers will demonstrate the use of data driven instruction during formal and informal observations. • Technology will be used to facilitate all facets of teaching and learning. • On going learning walks will be used to evaluate and gauge success of implemented strategies. • Data driven instructions will be embedded within lesson plans in order to steer differentiated planning and instruction through teaching and conferencing. • Teachers will use data for academic intervention before, during, and after-school. • Teachers will use data for enrichment purposes by analyzing and tailoring this information to formulate instruction for above level students. • Using notes/professional logs, teachers will reflect before, during, and after teaching of units <p>Teachers will observe each other to enforce compliance using qualitative and quantitative means to gauge progress/success.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	

Indicators of Interim Progress and/or Accomplishment

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

Indicators of Interim Progress and/or Accomplishment for Goal #1:

- Establishment of two accelerated classes each, for grades 1—8, in the JPL Math, Science, and Technology program.
- A 5% increase in the selected 7th grade students who will take The Living Environment regents. A 5% increase in the selected 8th grade students will take the Living Environment, Earth Science, and Math A Regents.
- A 5% increase in the current inventory of technology hardware, which currently includes the following: 90 laptops, 5 smart—boards, 1 new computer lab containing 30 new desktop computers, 2 projectors, and a desktop computer in each classroom.
- Ensure, in all grades, that each classroom teacher has sufficient materials necessary to implement The Core Knowledge curriculum.
- Ensure that all K—5 classrooms have The Mondo library in order to implement guided reading, differentiated instruction, and accelerated reading.
- Ensure a 5 % increase in students taking the after-school regents courses in biology, math A, and earth science.
- Ensure that students are able to study classical and modern dance and participate in a spring recital in celebration of a Mother’s Day breakfast et al.
- Provide Chorus performances in the Christmas show, The Black History Celebration, PTA meetings, at the St. Marks Nursing Home, and at the graduation ceremonies.
- Ensure, through authentic assessment that students are able to communicate in French by the start of 5th grade.
- Ensure that students use Renzuli to access information and communicate with other students, on the same system. Ensure that they will be exposed to challenging material, which will result in positive, social, and academic growth.
- Ensure that students’ on the debating team are able to discuss complex issues and are able to develop better communication skills, while simultaneously developing leadership skills and self—esteem.
- Create murals of different historical American eras enabling the Art Club students to be exposed to different forms of art and develop artistic awareness and appreciation.
- Ensure that the boys’ basketball team competes against other schools in the district.
- Ensure that the soccer team meets three times a week, from 7:00AM until 8:30 AM.
- Enlist the stepping team to perform for other students, during assemblies.
- Enlist the violinists to perform for their peers and at PTA meetings.
- Enable students to develop communication skills by engaging in reporting, recording, and disseminating information pertaining to in-house, local, and community events—they accomplish this by producing a monthly school newspaper.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	5	7	N/A	N/A	0	0	0	1
1	32	30	N/A	N/A	0	0	0	0
2	15	17	N/A	N/A	1	1	0	7
3	13	52	N/A	N/A		0	0	0
4	33	45	0	0		0	0	4
5	16	40	0	0		0	1	0
6	25	15	0	0		0	0	6
7	27	10	0	0		0	0	1
8	30	28	0	0		0	0	0
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	ELA AIS services are provided during regular school hours, during after-school (3:30PM to 5:00PM), and on Saturdays (9:00AM to 12:00PM). ELA services are provided in a variety of settings. AIS providers incorporate both push-in and pull-out services, depending upon the needs of the students being serviced. Delivery of AIS service methods encompass whole-class, small group, and one-to-one instruction. All ELA programs are based upon a balanced literacy curriculum and include the Mondo Library (for guided reading), Great Leaps, Academic Achievement, The Write Source, The Core Curriculum, Soar to Success, DRA, SFA, The Source Book, Academic Workout, SRA, and other materials. All ELA academic intervention services are data driven and incorporate differentiated instruction in order to meet the varietal needs of the students.
Mathematics:	Math AIS services are provided during regular school hours, during after-school (3:30PM to 5:00PM), and on Saturdays (9:00AM to 12:00PM). Math services are provided in a variety of settings. AIS providers incorporate both push-in and pull-out services, depending upon the needs of the students being serviced. Delivery of AIS service encompasses whole-class (if needed), small group, and one-to-one methodologies. All math programs are based upon a balanced math curriculum and include the Everyday Math program for grades K-5 and the Impact math program for grades 6-8. All math academic intervention services are data driven and incorporate differentiated instruction in order to meet the varietal needs of the students.
Science:	Not applicable.
Social Studies:	Not applicable.
At-risk Services Provided by the Guidance Counselor:	Counseling is provided to individuals, and small groups, both mandated and non-mandated. Counselors conduct parent meetings for at risk students. They provide parents information on behavior modification, academic intervention, and other parental resources.

<p>At-risk Services Provided by the School Psychologist:</p>	<p>The school psychologist will provide counseling services to at-risk students, address social and emotional needs, and prevent placement to a more restrictive environment. She will also conduct EPC, educational evaluation, and place students, if need be. The school psychologist will conduct tri-annual reevaluations for students with IEPs. The school psychologist also works closely with teachers and parents to counsel and assess at-risk students in order to provide, to the students, peer mediation, crisis intervention, behavior modification, behavioral assessment, academic assessment, and counseling. In addition, the school psychologist provides teacher consultations and parent outreach. Services are provided during regular school hours, within the confines of the school psychologist's office.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>The social worker will initiate evaluation and work with families to find appropriate problem-solving solutions. She will also work with at-risk population in order to avoid evaluation. The social worker works with teachers of at risk students, is part of the academic intervention team, works closely with the teachers, parents, and students to provide peer intervention, social problem intervention, behavior modification, crisis intervention, and teacher and parent consultations as per SEL development. These services are provided during regular school hours, either in the social worker's office or during inter-classroom visitations.</p>
<p>At-risk Health-related Services:</p>	<p>Health related Services are provided by the adaptive physical education teacher, physical therapist, and vocational therapist. They assist students with "fine motor" development. Students with specific health needs are addressed by the school nurse, IEP health paraprofessionals, and other specifications mandated on students' 504.</p>

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

Form TIII – A (1)(a)

Grade Level(s) Elementary and Middle School Students Number of Students to be Served: 36 LEP 36 Non-LEP

Number of Teachers Other Staff (Specify) Three

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program¹

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

P.S. 138 is located in the multi-ethnic Crown Heights section of Brooklyn, New York. This Pre-Kindergarten to eighth grade school serves a population of approximately 950 students from culturally and linguistically diverse backgrounds. Many immigrants from the Caribbean, Latin America, Africa, and Asia make up our school community. The latest available data shows that 5.8% of the students are Hispanic; 1.4% of the students are Asian, and 92.5% of the students are from an African heritage (West African, African Caribbean, and African American). Our multi-lingual student body speaks several languages. Home languages of our students include: Albanian, Arabic, French, Fulani, Haitian Creole, Spanish, Twi, and Wolof. Seventy-five students are enrolled in PS 138's freestanding English as a Second Language, ESL program.

Our freestanding, English as a Second Language program, is a structured student-centered initiative. The program is designed to bridge the linguistic and academic gap which the students of limited English proficiency experience during the beginning, intermediate, and advanced stages of language acquisition. This program is dedicated to creating an environment that stimulates authentic learning and which promotes a safe and supportive community within each classroom. In a risk-free environment, beginners experiment with the English language.

Title III Program

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$1,030,936		
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 4,500		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$52,200	*	
4. Enter the anticipated 10% set-aside for Professional Development:	100%	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: ___100%_____

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

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

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

P.S 138 School-Parent Compact:

P.S. 138, 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 school year 2010-11.

Required School-Parent Compact Provisions

School Responsibilities

P.S. 138 will:

1. Provide a rigorous curriculum and instructional best practices in a supportive and effective learning environment that enables the participating children to meet or exceed the State’s student academic achievement standards as follows:
2. Hold parent-teacher conferences (at least semiannually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement.
3. Provide parents with monthly reports on their children’s progress.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents via appointments, when necessary.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities and be active participants in building a strong parent community.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any school wide program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold biannual meetings to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information, in a timely manner, about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. Afford opportunities for regular meetings for parents to formulate questions and suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Inform, in a timely manner, notice of when their child has been assigned or has been taught, for four (4) or more consecutive weeks, by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways: Monitoring attendance.

- Making sure that homework is completed.
- Monitoring amount of television our children watch
- Rendering voluntary our services
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Participating in our child's social and academic development
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities

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

[Describe the ways in which students will support their academic achievement, such as:

- Do my homework every day and ask for help when needed.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]
- Take greater accountability and responsibility for our learning

SIGNATURES:

_____	_____	_____
SCHOOL	PARENT(S)	STUDENT
_____	_____	_____
DATE	DATE	DATE

(Please note that signatures are not required)

P.S. 138 Parent Involvement Policy

Our policy is one that is very inclusive and collaborative. PS 138 is committed to complying with the necessary stipulation of Sect. 1118(a) 2 of the elementary and secondary education act ESEA. All parents are expected to, and are encouraged to, play a major role in their children's education and to be a part of the decision making process, in several ways, within our teaching and learning community in order to be active participants in their children's learning.

Our parents play a vital role in our school leadership team. Included are members of the PAC and PTA. Opportunities are available for parents to be informed of the schools' curriculum and safety plan. They are a part of the learning leaders program, and many of them participate in helping to ensure safety by volunteering and doing safety walks—monitoring the hallways and stairwells, and overall, working hand-in-hand with teachers in helping to maintain a safe learning environment.

In addition, intermittent workshops are provided across grades Pre-K through 8 enabling parents to acquire knowledge of the latest best practices in literacy and numeracy. These are conducted by P.S. 138 teachers and other outside community based organizations. This year, our main outside service provider for parents is supported by a 21st Century Grant.

The dean and guidance counselors provide ongoing parent workshops in order for them to be apprised of various strategies that can be used, and or implemented, to enhance or improve their children's social and emotional development. In addition, the 4th and the 5th grade parents are informed about Character Education –providing training for parents on how to foster positive social, academic, and emotional qualities in their children.

Parents are also encouraged to share their talents and skills in helping to build positive images for their children and their peers. This is done through classroom presentations whether in arts and craft, music and dance, or in academic activities, and assembly programs.

The school's Inquiry Team engages in ongoing parent workshops in order to provide all parents with ways of understanding and interpreting their child's /children's assessment data so as to use them to provide additional assistance for the academic needs of their children.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

- ❖ Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. P.S 138 is divided into 4 academies. Kindergarten to Grade 2 (Early Acquisition and Exploration); Grades 3 – 5 (Aspiring Achievers for Academic Excellence); and Grades 6 –8; and (School for Urban Studies for Social Justice). In addition, there is an accelerated program focusing on science and math in each grade.
- ❖ Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before and after-school and winter and \summer programs and opportunities. There will be an amalgam of academic intervention initiatives throughout the school. These initiatives will take place before, during, and after school. There will also be extended day instruction in addition to the 37 ½ minutes and Saturday Academy.
 - Provide an enriched and accelerated curriculum. The JPL Institute of Math, Science, and Technology addresses the needs of accelerated students by enriching students from Kindergarten to the 7th grade. Students will be engaged in accelerated reading math, social studies, science, and technology. Students in JPL will take the Regents Biology in the 7th grade, Earth Science Regents, and Math A Regents in the 8th grade. In addition, these students will be instructed in a foreign language from kindergarten. They will be involved in extra curricular activities in music, dance, art, and technology. (See pages 23, 57, 58)
 - Meet the educational needs of historically underserved populations.
 - Initiate a series of extra curricular before, during, and after school activities to enrich, to remediate, and initiate positive social interaction for students and their family through a rigorous academic intervention.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs. (See page 63)
 - Are consistent with and are designed to implement State and local improvement, if any. (N.A.)

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

(See Part C, Section I, #1)

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:

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

(See Part C, Section I, #1)

3. Instruction by highly qualified staff.

The school will reimburse teachers for college coursed that they have taken in order to become highly qualified. With job embedded learning at its core, professional development plays a crucial role in the professional growth of our staff at P.S. 138. As a result, the professional development team, which includes the Principal, Assistant Principals, UFT Chapter leader, coaches, grade leaders, content area specialists, work collaboratively to design ongoing workshops throughout the school year. The Professional Development team usually gives priority to the teachers' area of concerns. Ongoing support is offered to assist teachers in acquiring the relevant knowledge to assume their responsibility. Topics discussed during professional development include effective research-based classroom practices, principles and conditions of learning, discussing and sharing best practices that work, looking at student work, problem solving strategies, using of manipulative, assessment and data, various components of the balanced literacy and math curriculum and promotional folders. Professional development also takes place in the classroom through periodic class visits, followed by post conferences to debrief about effective teaching practices in the delivery of instruction. Overall, professional development is designed to address the needs and concerns of teachers while strengthening their knowledge base in literacy, mathematics, and other content areas. Staff development will continue to focus on facilitating teachers in accomplishing goals for improved student learning and good pedagogical practices, so that those who affect learning are continually upgrading their skills.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

- Ongoing PD for all teachers, coaches, and school administrators
- Using technology in content areas
- Using technology in research writing
- Using technology to create templates for instruction
- Generating and applying data to / for instruction
- Using Internet sources for research
- Using technology to improve literary skills
- Connecting technology to math and science
- Graphic organizers and writing
- Locating data and monitoring achievement
- Using technology to assist struggling readers and writers
- Planning and implementing integrated curriculum and differentiated instruction for improving student performance

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

School representatives attend job fairs to recruit the best qualified pedagogical professionals.

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

Parent coordinator and Title I staff, along with administrators, provide continual professional development for parents.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
The school has four Pre-K classes for 72 students.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
Every child is provided with an assessment portfolio in order to track growth and individual needs.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
For those students who are experiencing difficult mastering the proficient or advanced levels of academic achievement, P.S. 138 provides a multitude of academic strategies and interventions with which to address their needs in a timely fashion. Students' academic needs are determined quickly through data results from classroom instruction and tests, Acuity, ARIS, NYS Assessments, ECLAS, and monthly grade level exams in math and ELA. The data from these assessments is then analyzed by the Inquiry Team, the administration, and the classroom teachers to implement the best individualized instructional plans for each of the students. These instructional action plans incorporate AIS pullout and push in, ELL intervention, as well as small group and differentiated instruction.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not

literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ² Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ³ of
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Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal				\$ 1,049,040		
Title I, Part A (ARRA)	Federal				\$ 64,844		
Title II, Part A	Federal						
Title III, Part A	Federal				\$ 15,000		
Title IV	Federal						
IDEA	Federal				\$ 247,235		
Tax Levy	Local				\$ 4,731,717		

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

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

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

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
 5. Provide instruction by highly qualified teachers;
 6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
 7. Provide strategies to increase parental involvement; and
 8. Coordinate and integrate Federal, State and local services and programs.

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

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

NCLB/SED Status: Good Standing **SURR⁴ Phase/Group (If applicable):** _____

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

(a) Provide the following information: 2009-10 anticipated Title I allocation = _____; 10% of Title I allocation = \$_____.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

The two coaches will be mentoring newly hired teachers on a daily basis and providing on going feedback to enhance instructional practices. Seasoned content area specialists will also mentor teachers in need of assistance in fine tuning their practices.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Parents will be notified in writing on the status of the school. There will be meetings held for parents explaining the status of the school and the structures that are in place to remedy the situation. There will be translation done for parents whose dominant are other than English.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

As of January 15, 2010, there are 26 students attending P.S. 138 who are in temporary housing.

2. Please describe the services you are planning to provide to the STH population.
P.S. 138's primary focus is providing daily Academic Intervention Services to students of temporary housing before, during, and after school—addressing their individual academic needs in all core subject areas. Additionally, the school counselors meet individually, with the temporary housing students. Lastly, the parent coordinator, Ms. Drew, has monthly parent conferences—explaining to parents the many services available to them and their children.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 138 Brooklyn					
District:	17	DBN:	17K138	School		331700010138

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	50	72	89		90.2	91.0	91.1
Kindergarten	70	85	76				
Grade 1	111	96	97	Student Stability - % of Enrollment:			
Grade 2	99	100	99	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	89	106	96		91.7	90.6	89.3
Grade 4	86	88	109				
Grade 5	106	88	76	Poverty Rate - % of Enrollment:			
Grade 6	109	101	116	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	90	108	110		92.3	97.1	98.3
Grade 8	96	97	108				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		20	87	99
Grade 12	0	0	0				
Ungraded	2	3	3	Recent Immigrants - Total Number:			
Total	908	944	979	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					3	16	13

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	59	37	50	Principal Suspensions	4	23	11
# in Collaborative Team Teaching (CTT) Classes	19	37	34	Superintendent Suspensions	7	26	6
Number all others	19	19	35				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	85	80	84
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	17	18	10
# receiving ESL services only	54	57	TBD				
# ELLs with IEPs	1	2	TBD	Number of Educational Paraprofessionals	5	5	16

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	3	3	20	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	76.5	80.0	83.3
				% more than 5 years teaching anywhere	65.9	70.0	85.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	89.0	93.0	91.7
American Indian or Alaska Native	0.1	0.0	0.1	% core classes taught by "highly qualified" teachers	82.0	89.6	100.0
Black or African American	89.3	88.8	90.2				
Hispanic or Latino	7.2	7.2	5.9				
Asian or Native Hawaiian/Other Pacific	1.1	0.8	0.6				
White	1.3	1.7	3.2				
Male	52.5	49.3	51.3				
Female	47.5	50.7	48.7				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	59.5	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	9.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	10.3	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	35						
<i>(Comprises 60% of the</i>							
Additional Credit:	4.5						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster	District 17	School Number 138	School Name Core Knowledge
Principal Marie Chauvet-Monchik		Assistant Principal Dr. Joseph Sealy	
Coach John Petti/Literacy		Coach Marie Letang/Math	
Teacher/Subject Area Zoraida Grafals/ESL		Guidance Counselor Carla Robinson	
Teacher/Subject Area Mr. Massay/Technology		Parent Daysi Cruz	
Teacher/Subject Area Ms. Charles/Literacy		Parent Coordinator Brenda Drew	
Related Service Provider Ms. Bastien/Psychologist		Other	
Network Leader Julia Bove		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	2	Number of Certified NLA/Foreign Language Teachers	2
Number of Content Area Teachers with Bilingual Extensions	4	Number of Special Ed. Teachers with Bilingual Extensions	2	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	970	Total Number of ELLs	69	ELLs as Share of Total Student Population (%)	7.11%
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Part II: ELL Identification Process

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

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

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

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

PS 138 conducts a thorough initial identification process in order to inform school staff and parents, in a timely manner, of those students who may possibly be an English language learner—ELL. The following screening and assessment instruments determine ELL eligibility:

- A) Home Language Identification Survey
- B) Language Assessment Battery-Revised
- C) The New York State English as a Second Language Achievement Test (NYSESLAT).

Parents are provided with surveys, translated into their native language, informational documents, and notifications during registration, identification, and placement process—from staff members who are trained in the registration procedures—and who then meet with the parents. Among those staffers trained in ELL student registration process, responsible for conducting the initial screening, is Ms. Tate, the pupil secretary; Mrs. Drew, the parent coordinator; Ms. Grafals, the ESL teacher; and Mrs. Chauvet-Monchik, the school principal.

The pupil secretary administers the Home Language Identification Survey, HILS form, upon registration. It includes the informal oral interview in English and in the student's native language. Once the staff determines student eligibility, ESL teachers administer the revised LAB-R. Students identified as ELL are tested within ten days of enrollment. The LAB-R results determine whether students are entitled to bilingual/ESL programs and services. Students whose first language is Spanish are also tested using the Spanish LAB to determine language dominance. The principal uses LAB-R data to inform instructional programs. Students that score below proficiency on the LAB-R become eligible for state-mandated services.

Students classified as LEP are administered the New York State English as a Second Language Achievement Test (NYSESLAT). In the spring, each LEP/ELL student is administered the NYSESLAT to determine English proficiency. Test scores determine whether or not the student continues to be eligible for ELL services. The NYSESLAT also indicates the student's progress relating to his/her acquisition of English language skills in listening, speaking, reading, and writing and determines a proficiency level of beginning, intermediate, or advanced. The principal, the school leadership team, and the teachers use NYSESLAT scores to maximize ELL services and instruction to meet the varying needs of ELLs.

English language learners (ELLs) students who continue to score below a the expected level of English proficiency continue to be entitled to ELL services. ELLs scoring at or above proficiency are no longer entitled to ELL services through state funding and must enter an all-English monolingual class.

The Department of Education offers three educational programs for ELLs. In order for parents to understand the three educational programs, and to make the appropriate choice, the parent coordinator and the ESL teacher invite parents to watch the Orientation Video for Parents of English Language Learners. Parents are invited to view a video at registration. Letters are sent home advising parents of orientation and additional date, time, and location of meetings. If it is not possible for parents to view the video at registration, additional letters of invitation in the parents' home language is sent home within the first ten of the child's enrollment.

The parent coordinator invites parents to watch the Orientation Video for Parents of English Language Learners. The Parent Brochure is also provided to inform parents on ELL identification and eligibility, the three options and types of ELL programs and ways parents can participate in their child's education. The narration, of the video, is played in the parents' native language. After the viewing, parents make an informed program choice and select the Transitional Bilingual, Dual Language, or Freestanding ESL program. P.S. 138 offers the Freestanding ESL program. After choosing a program for their child, parents are invited to complete the Parent Survey and Program Selection Form.

Parental educational involvement and participation is a key factor to his or her success. To confirm that parents have received all of the information necessary to select the appropriate ELL program for the child, the Parent Coordinator, Mrs. Drew, administers the Parent Survey and Program Selection. Once parents complete the Parent Survey and Program Selection Form, the completed form is returned to Ms. Drew. All survey and selection forms are kept on file in the parent coordinator's room—room 102S.

The parent coordinator, Ms. Drew, ensures that entitlement letters are distributed and sent home. She uses survey information to ensure that parents of the ELL students are being reached. In addition, she makes sure that the information parents are getting is useful,

thorough, and timely.

The parent coordinator send home the following letter as needed:

Entitlement Letter (Appendix C), when a student scores below proficiency on the LAB-R

Parent Survey and Program Selection Form,

Placement Letter (Appendix D and F)

Scores at or above proficiency on the LAB-R Non Entitlement Letter (Appendix E)

Scores below proficiency on the NYSESLAT Continued Entitlement Letter (Appendix G)

Scores at or above proficiency on the NYSESLAT

Non Entitlement/Transition Letter(Appendix H)

Mrs. Drew works closely with supervisors to inform parents throughout the year in a number of ways: one-on-one meetings, phone conversations, and through informational packets. Other data and reports are obtained from ATS system. The Freestanding ESL program model offered at PS 138 is aligned with the parents' choices and as indicated by their request on the Parent Survey and Program Selection Form.

There are currently 69 ELLs at P.S. 138 of which 66 are eligible for NYSESLAT testing. 3 ELLs have been identified and eligible for ESL services as indicated from LAB-R hand scores.

ELLs have made significant gains especially this past school year. 16% of ELLs scored at the proficiency level exiting the ESL program. Long-term ELLs and even SIFE students successfully past the four modalities on the NYSESLAT test.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	3	6	14	9	5	5	6	8	8					64
Total	3	6	14	9	5	5	6	8	8	0	0	0	0	64

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

All ELLs	69	Newcomers (ELLs receiving service 0-3 years)	47	Special Education	2
SIFE	5	ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	4

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	69	5	2			2		0	1	69
Total	69	5	2	0	0	2	0	0	1	69

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

C. Home Language Breakdown and ELL Programs

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

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

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

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

This Section for Dual Language Programs Only		
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
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		3	4	3	1	1		1	4					17
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	2	1	5	1	3	1	3	7	1					24
Haitian		1	3	2	1		2	2	1					12
French	1					2	1		2					6
Korean														0
Punjabi														0
Polish														0
Albanian				1										1
Other		2	3	2		1		1						9
TOTAL	3	7	15	9	5	5	6	11	8	0	0	0	0	69

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Freestanding English as a Second Language (ESL) programs at P.S. 138 provide all classroom instruction in language arts and subject matters in English through the use of specific instructional strategies—emphasizing English language acquisition. The program is designed to bridge the linguistic and academic gap limited English proficient students experience during the beginning, intermediate, and advanced stages of English language acquisition. All instruction is in English using ESL methodologies dedicated to create a risk-free environment that stimulates authentic learning and promotes a safe supportive community within each classroom. PS 138 implements both the push-in and the pull-out programs and implements co-teaching models and techniques. For the push-in model, the ESL teachers works with ELLs in collaboration with regular classroom teachers to provide content area instruction, language acquisition, and vocabulary support while retaining content instruction time. A teacher with full TESOL credentials works in the classroom and with mainstream teachers, math teacher, and the reading specialist to develop collaborative partnerships and support for inclusive practices to accommodate the needs of diverse English Language Learners.

For the pull-out model, ELLs, at the advance level of language acquisition, spend the majority of their day engage in all-English content instruction and are brought together from various classes for English-acquisition-focused instruction. At PS 138, teacher collaboration, common planning, and conferencing ensure that area instruction does not suffer as a result of the pull-out program. ESL teachers plan with general education teachers to ensure curricular alignment. The mandated amount of instructional time is provided to the ELL students based upon their proficiency levels.

Co-teaching models and techniques ensures that ELLs are provided with support and inclusive practices to accommodate the needs of diverse English Language learners; help all students meet national, state, and local standards; and establishes a vehicle for creative collaboration between English as a second Language and mainstream teachers. A teacher with TESOL credentials take turns assuming the lead role in the classroom and addresses the unique language need or take the opportunity to pre-teach or re-teach a concept or a skill. Grouping for instruction is based on mixed proficiency levels or heterogeneous grouping. Children First reforms have focused on strengthening all three program models so that they are academically challenging.

ESL teachers, holding appropriate certificates for teaching English to Speakers of Other Languages, provide language development instruction in English. Groups are based upon the students' grade level and stage of language proficiency. Students at the beginning and intermediate levels of language acquisition receive 360 minutes of ESL instruction. Those at the advance level of language acquisition receive 180 minutes of ESL instruction. For newly enrolled students, initial identification and group placement is based on the LAB-R score.

Teachers are encouraged to use student performance data, from multiple assessments administered within program, to tailor and implement instruction, differentiate learning and teaching, to meet the needs of each ELL student.

Children, who enter the New York City school system, with limited English-speaking abilities, face the challenge of learning how to read, speak, write, and understand a new language while at the same time mastering grade-level content. Small group instruction enables the teacher to provide targeted instruction in order to focus on each student's academic needs. Intensive small group instruction is provided for special education students as well as Students with Interrupted Formal Education, SIFE. This program is used to instruct elementary and middle school students. All laws and regulations for placement of LEP/ELL students, with possible handicapping conditions, are followed.

The targeted intervention programs for ELLs in ELA, math, science, social studies, and other content areas include instruction in English language arts instruction and English as a second language. The learning standards for English language arts (ELA) and English as a second language, and key ideas and performance indicators for such standards, are the basis for the ELA and ESL curriculums. Instruction for ELL students conforms to Children First reforms of high-quality, academically rigorous instruction for ELLs.

At P.S. 138, the LEP/ELL achievement gap continues to narrow because of the targeted intervention programs. LEP/ ELL students, in the third to eighth grade, have made progress in NYSESLAT, English language arts, and math. Former ELL students also continue to progress—scoring higher in both math and ELA. The targeted intervention programs help these students meet the state, the city, and national standards educational goals. The programs facilitate students' abilities in learning the core academic content matter while also developing their English language skills. It is critical to provide current LEP/ELLs with the best possible education in order to help them succeed and maintain a satisfactory level of academic performance once they transition into mainstream English classes.

A balanced approach to literacy and math is being implemented to ensure that students meet the standards and competences set by local, state, and federal requirements under the Elementary and Secondary Education Act (ESEA). The instructional material incorporates ESL and ELA standards. The program's primary purpose is to accelerate LEP/ELL students' social and academic English language development in order that the students master the grade-level content knowledge. This interdisciplinary, standard-based approach enables the students to meet the performance standards and succeed on state, city, and national assessments.

At P.S. 138, it is our goal to empower LEP/ELL students to achieve the NYS designated level of English proficiency and to meet or exceed NYS, city, and national standards. To meet these goals, the students receive at least three years of academic subject area instruction using ESL methodology and instructional strategies. However, if the standards are not met within the three years, a time extension may be granted by the Commissioner for a period of up to six years. Support will be given to those students who achieve a score on the NYSESLAT to ensure a smooth transition into an English language mainstream program. ELLs actively participate in Academic Intervention Services in the areas of English language arts and mathematics. ELLs are also enrolled in the school's Saturday Academy, which focuses on all academic content areas.

Differentiated instruction is in place for all subgroups and including students with interrupted formal education (SIFE), long-term English language learners (LTE) and ELLs with Disabilities.

SIFE

SIFE and long-term English language learners (LTEs) typically have received services for more than six years and are over-aged. In order to serve this high-needs population, the school provides effective interventions. Teachers use student performance data, from multiple assessments to tailor and implement instruction, differentiate learning and teaching, to meet the needs of each ELL student.

RIGOR and research-based approaches develop phonemic awareness and phonics skills, build vocabulary, and increase reading comprehension, fluency, and content knowledge, use writing to expand and reinforce literacy, compile assessment data to inform instruction. SIFE students participate in all school activities and programs. Five SIFE students out of the 69 ELLs have been identified as SIFE.

Newcomers

The English as a Second Language program enables newcomers to have a smooth transition into their new all English classrooms setting. The ESL program also enables newcomers to meet the standards as well as content area goals in mathematics, social studies, and science. The ESL classes support students in meeting their goals for the New York State standards in ELA, NYSESLAT, and all other mayor tests at each grade level. In order to achieve these goals, students who are new arrivals are immersed in standards based instruction in reading, writing, mathematics, and all other content areas.

There is an after school program specially design for newcomers. Most of the newcomers are from Arab decent. Data from the LAB-R indicate a great need in developing the students' skills in reading, writing, listening, and speaking. The program focuses on literacy

development. The Comprehensive Approach to Balanced Literacy stresses the essential dimensions of reading through explicit teaching of phonics, phonemic awareness, fluency and expressiveness, vocabulary, and comprehension. The program runs from 3:30 to 5:00 PM three times a week, Tuesday, Wednesdays, and Thursdays. The students are also invited to participate in Title III early morning program. Title III is in session Monday – Friday from 7:30 – 8:30 AM.

PS 138 supports the quality in arts education. Newcomers discover the lifelong enjoyment and wonder inherent in music, theater, and visual arts. Many of our newcomers participate in these programs. All these support is imperative because ELA testing is required for ELLs after one year of enrollment into the NYC public school system.

Special Needs

ELLs with disabilities, who are served through an IEP, also participate in the ESL program. At P. S. 138 five students fit this special needs subpopulation. As with the above mentioned subpopulation, differentiated instruction provides different avenues for the special need students to acquiring content, processing, constructing meaning, and comprehension so that all special need students within a classroom can learn effectively, regardless of differences in ability.

Special needs students are served with specific service delivery models, collaborative team teaching, and/or self contained special education classes. The Freestanding English as a Second Language program also provide language arts and content instruction in English using ESL methodologies and native language support.

Teachers use student performance data, from multiple assessments to tailor and implement instruction, differentiate learning and teaching, to meet the needs of each ELL student. Teachers, especially the ESL teacher, coordinate planning with Special Education teachers to discuss the particular needs of students with an Individualized Education Program (IEP) receiving any type of Special Education services including related services. The school guidance counselors, school psychologist, IEP specialist, and SETTS teacher provide additional support to our English Language Learners.

ELLs who reach proficiency level on the NYSESLAT are further supported through the balanced literacy teaching and learning aligned with the Principles of Learning: academic rigor, organizing for effort, accountable talk, clear expectations, and recognition of accomplishment, socializing intelligence, fair and credible evaluations and learning as apprenticeship.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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

NLA Usage/Support		TBE		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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

As stated above, there are currently 69 ELLs at P.S. 138 of which 46 are eligible for NYSESLAT testing. 3 ELLs have been identified and eligible for ESL services as indicated from LAB-R hand scores. ELLs have made significant gains especially this past school year. 16% of ELLs scored at the proficiency level exiting the ESL program. Long-term ELLs and even SIFE students successfully past the four modalities on the NYSESLAT test.

Considerations for the upcoming 2010-11 school year will include the following. ELLs will continue to be afforded equal access to all school

programs and targeting supports, providing rigorous core academics, and focusing on academic language development and literacy development in English. Intervention services and strategies for specific types of ELLs, such as newcomers and Students with Interrupted Formal Education (SIFE) are in place at the school. The school provides a range of programs and supports to ensure that English Language Learners (ELLs) receive the language-based services necessary to excel. In addition to health education, the students participate in art discipline such as music, theater, and dance. ELLs benefit from French instruction particularly ELLs whose first language is French. These classes are conducted totally in French by two qualified French speaking teachers. ELLs go on field trips to visit art galleries, and art shows. Students also go to other arts institutions and museums where they are being exposed to all art genres.

For ELLs reaching proficiency on the NYSESLAT, rigorous targeted support is provided that focus on academic language and cognitive development. The New York State Education Department's English Language Arts (ELA) test for grades 3-8 measures students' reading, listening, and writing abilities in English. The test, administered each January. Accommodations for ELLs including extended time, separate location, bilingual glossaries, and a third reading of listening selections.

The Medgar Initiative to Leverage Knowledge Center (MILK) offers after-school and Saturday tutorial for ELLs. It provides after-school programs that incorporate a wide variety of activities from which a number of ELLs benefit from. These activities include homework help, academic enrichment, project based clubs, as well as educational, recreational, and cultural activities.

MILK combines sports and arts instruction, individualized peer tutoring and homework assistance to enrich the academic and social development of youth. Additional support is available to help students accelerate their understanding in subject areas including the use of libraries, dictionaries, reference materials, technology resources, and glossaries in the native language. These resources are readily available for student use in the classroom during content area instruction. Glossaries are also used during testing.

P.S. 138 will continue the implementation of Children First reforms to strengthen language development and literacy teaching and learning skills for ELLs. Curriculum coherence, strengthening the alignment between English as a Second Language and ELA, sustained professional development (e.g., Quality Teaching for English Learners, Native Language and Literacy Institutes), and access to native language resources (e.g., native language libraries). Also, collaborative planning and co-teaching by general education and ESL teachers. For middle school ELLs, the focus will be on more collaboration between ELA and ESL teachers using inquiry teams and professional learning communities, structures, and protocols. ELLs are also encouraged to participate in extended time to build literacy competencies in English to aid in accelerating the background knowledge in ELA content.

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

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

At PS 138, all teachers are encouraged to participate in professional development that is needs driven, research-based, and job-embedded. Teachers providing instruction to LEP/ELL students attend high quality professional development workshops; one such workshop is QTEL. Several staff development sessions are scheduled for the 2010-11 school year.

Teachers who provide instruction to LEP/ELL students attend high quality professional development workshops based on the WEST ED model. Many teachers participate in BOCES and other institutions offered by the Office of ELLs. The technology teacher, the bilingual teacher, the reading specialists, the math coach, and the ESL teachers are among those teachers who have completed QTEL training. In house professional development is incorporated into the school day, taking place in the early morning, during zero period, during the after school inquiry team meetings, and during common preparatory periods.

Professional development providers, the principal, the assistance principals, grade leaders, coaches, ESL teachers, the special education inquiry group, and other staff members all work collaboratively in planning instructional services in order to ensure consistent education for all LEP/ESL students and in order to continually increase the school's capacity to work with the target population. QTEL trained staff disseminate and turn-key information regarding curriculum, instruction, and training opportunities available via the Office of ELLs. The group discusses school-based policies such as the Language Allocation Policy. The ESL department participates in collaborative discussions and curriculum development sessions. The focus of the collaboration includes best practice, current relevant research, and the incorporation of technology into every day instruction.

The Chancellor mandates two staff development days: one in the month of November, 2010; the second one in the month of June, 2011. On these two day, the focus of the ESL/ELL professional development would be presenting research based strategies designed to help LEP/ELL students meet the standards. The professional development sessions would encourage teachers to engage in reflection upon their pedagogical practice. Teachers and school personnel would have an opportunity to share "best practices" and to learn from each other. The staff development sessions are designed to meet the mandate under Part CR154.

Teachers are invited to participate in the professional development institutes that are available from the Office of ELLs for the 2010-11 school year. Teachers may register for QTEL workshops at <http://pd.nycoit.org/> or <http://schools.nyc.gov/Academics/ELL/EducatorResources/Professional+Development.htm>.

Professional development at P. S. 138 is designed to promote high levels of academic achievement while integrating second language instruction. The workshops are conducted on-site at P. S. 138 by two ESL teacher and/or AIS Team Leaders members. New general education and special education classroom teachers are mandated to receive 7½ and/or 10 hours, respectively, of professional development in ESL materials and strategies. The 10 ½ hours of ESL mandated professional development will also be fulfilled for all staff that service special education students. Classroom teachers experience critical thinking and hands-on activities such as the Jigsaw model, Think/Pair/Share and Novel Ideas. At P. S. 138 we design professional development that prepares all teachers to serve the linguistically diverse population. Topics and tentative dates for all staff members, including paraprofessionals, include:

Date	Topic	Presenters
November	Using Technology in the Classroom	Technology Specialist/ AIS Team Leaders
September	Curriculum & Standards	AIS Team Leaders
September	Guided Reading (Instruction & Assessment)	AIS Team Leaders
September	Writer's Workshop	AIS Team Leaders
November	ESL Strategies within Thematic Units	ESL/Dual Language Coordinators
November	Differentiating Instruction	ESL AIS Team Leaders
March	NYSESLAT Training	ESL Teachers
June	Cooperative Learning Groups using ESL methodologies	ESL Teachers

E. Parental Involvement

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

ELLs parent are intrical part of Public school 138. All written corespondence are traslated into the other l of the school. There is an ELLs representative on the School Leadership Team and The PTA. PS 138's office personnels are able to communicate in languages ather then English such as: French, Haitian Creole and Spanish. Parnets are provided translators at PTA meetings and Parents Teachers conferences. The Parent Coordinator is always present in the office readily available to help all parents. Ells parents are invited to all parents meetings and workshops with translators at their disposal. We also offer special workshops specificallyfor Ells parents.

The ESL teacher provides parents workshops for Ells parents. In addition to these workshops, PS 138 is in partnership with Brooklyn College and Long Island University BTAC centers; these institutions provide Ells parent workshops on site or in individual schools. Leader , the CBO from 21st Century grant offer parent workshops for ELLs and Special Education parents in addition to the other parent workshops. The MLK beacon program also offer parents workshops for ELLs parents. The Beacon program provides a basic literacy course for ELLs parents.

The school sends home a needs assessment in multiple languages for parents. We provide workshops and other services base on the school base needs assessment survey and the parent survey provided by the Department of Education.

There are parents who are fluent in two or more languages in the part of PTA and SLT committees; theytranslate for ELLs parents during parents workshops and meetings. ELLs parents are included in alll parentsl involvement activities including corespondence that are sent home to the parents. We provide workshops geared solely for the ELLs parents. ELLs parents are encoureged to attend the basic literacy courses and the ELLs classes that are offered by the CBOs located inside of PS 138. There is a multicultural day that we do in every May. Thisa cultural activity allows parents to see their children performing songs and dances reflecting their cultures and languages. Parents also are asked to cook native dishes from their place of origin. The Core Knowledge Fair also allow parents to work with their children about a country of their chice; these prjects are displaid in the auditorium for all parents to wee their children present their projects.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	5	9		2	4	4	4	4					35
Intermediate(I)		1	4	6	3		1	2	1					18
Advanced (A)			1	3		1	1	2	3					11
Total	3	6	14	9	5	5	6	8	8	0	0	0	0	64

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

READING/ WRITING	B	3	4	10		3	3	4	6	4				
	I		2	3	6	2	2	1		2				
	A			1	3			1	2	2				
	P													

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

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

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	0		0		2		0		2
8									0

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)		7	2					
Chinese Reading Test	0							

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and

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.

The NYS ELA 2010 performance data indicates that 52% of ELLs are approaching the standards in ELA and 48% of the ELLs did not meet the standards in ELA. The 2010 data indicates that the students did not meet or exceed the standards in ELA. The NYS math 2010 performance data indicates that 28% of ELLs met and exceeded the math standards. The 2010 data indicates that 52% of ELLs are approaching the standards, whereas 20% of the students did not meet the standards. The NYS science 2010 data indicates that 60% of ELLs met the state standards. The 2010 data indicates that 40% of ELLs did not meet the standards. The NYS social studies 2010 data indicates that 100% of ELLs exceeded the standards.

The academic performance of ELLs ranges from level 1-4. The range not only reveals the academic strength and potential of ELLs, but also presents the need to improve instruction in order to accelerate learning.

ELLs will be provided with the following accommodations: extended time, separate testing location, and/or small-group administration. For State ELA assessments only: ELLs may use bilingual dictionaries/glossaries that provide only direct translations of words; teachers may read the listening passage three times. For State content-area assessments only: ELLs are permitted to have word-for-word oral translations of lower incidence languages and/or use of bilingual dictionaries/glossaries, if these aids provide only direct translations. In addition, ELLs may use both the English and the alternative language editions of the tests simultaneously, and may write their responses to the open-ended questions in their native language, as long as all responses are recorded in only one of the two test booklets.

Part VI: LAP Assurances

academic language development and literacy in English can develop the potential shown in the successful outcomes of current and former ELLs at all levels of schooling. As shown on the NYSESLAT Combined Modality Report (RNMR) on ATS, ten students across the grades scored

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/10/11
	Assistant Principal		1/10/11
	Parent Coordinator		1/10/11
	ESL Teacher		1/10/11
	Parent		1/13/11

11
of
as

	Teacher/Subject Area		1/12/11
	Teacher/Subject Area		1/10/11
	Coach		
	Coach		
	Guidance Counselor		1/12/11
	Network Leader		
	Other		1/12/11
	Other		1/10/11
	Other		
	Other		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$1,049,040	64,844	1,113,884
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$10,490	648	11,138
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$52,452	*	
4. Enter the anticipated 10% set-aside for Professional Development:	104,904	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
 ___100%_____
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

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

P.S 138 School-Parent Compact:

P.S. 138, 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 school year 2010-11.

Required School-Parent Compact Provisions

School Responsibilities

P.S. 138 will:

1. Provide a rigorous curriculum and instructional best practices in a supportive and effective learning environment that enables the participating children to meet or exceed the State's student academic achievement standards as follows:
2. Hold parent-teacher conferences (at least semiannually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.
3. Provide parents with monthly reports on their children's progress.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents via appointments, when necessary.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities and be active participants in building a strong parent community.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any school wide program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold biannual meetings to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information, in a timely manner, about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. Afford opportunities for regular meetings for parents to formulate questions and suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Inform, in a timely manner, notice of when their child has been assigned or has been taught, for four (4) or more consecutive weeks, by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways: Monitoring attendance.

- Making sure that homework is completed.
- Monitoring amount of television our children watch
- Rendering voluntary our services
- Participating, as appropriate, in decisions relating to my children’s education.
- Promoting positive use of my child’s extracurricular time.
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Participating in our child’s social and academic development
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities

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

[Describe the ways in which students will support their academic achievement, such as:

- Do my homework every day and ask for help when needed.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]
- Take greater accountability and responsibility for our learning

SIGNATURES:

SCHOOL

PARENT(S)

STUDENT

DATE

DATE

DATE

(Please note that signatures are not required)

P.S. 138 Parent Involvement Policy

Our policy is one that is very inclusive and collaborative. PS 138 is committed to complying with the necessary stipulation of Sect. 1118(a) 2 of the elementary and secondary education act ESEA. All parents are expected to, and are encouraged to, play a major role in their children's education and to be a part of the decision making process, in several ways, within our teaching and learning community in order to be active participants in their children's learning.

Our parents play a vital role in our school leadership team. Included are members of the PAC and PTA. Opportunities are available for parents to be informed of the schools' curriculum and safety plan. They are a part of the learning leaders program, and many of them participate in helping to ensure safety by volunteering and doing safety walks—monitoring the hallways and stairwells, and overall, working hand-in-hand with teachers in helping to maintain a safe learning environment.

In addition, intermittent workshops are provided across grades Pre-K through 8 enabling parents to acquire knowledge of the latest best practices in literacy and numeracy. These are conducted by P.S. 138 teachers and other outside community based organizations. This year, our main outside service provider for parents is supported by a 21st Century Grant.

The dean and guidance counselors provide ongoing parent workshops in order for them to be apprised of various strategies that can be used, and or implemented, to enhance or improve their children's social and emotional development. In addition, the 4th and the 5th grade parents are informed about Character Education –providing training for parents on how to foster positive social, academic, and emotional qualities in their children.

Parents are also encouraged to share their talents and skills in helping to build positive images for their children and their peers. This is done through classroom presentations whether in arts and craft, music and dance, or in academic activities, and assembly programs.

The school's Inquiry Team engages in ongoing parent workshops in order to provide all parents with ways of understanding and interpreting their child's /children's assessment data so as to use them to provide additional assistance for the academic needs of their children.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
 - ❖ Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. P.S 138 is divided into 4 academies. Kindergarten to Grade 2 (Early Acquisition and Exploration); Grades 3 – 5 (Aspiring Achievers for Academic Excellence); and Grades 6 –8; and (School for Urban Studies for Social Justice). In addition, there is an accelerated program focusing on science and math in each grade.
 - ❖ Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before and after-school and winter and \summer programs and opportunities. There will be an amalgam of academic intervention initiatives throughout the school. These initiatives will take place before, during, and after school. There will also be extended day instruction in addition to the 37 ½ minutes and Saturday Academy.
 - Provide an enriched and accelerated curriculum. The JPL Institute of Math, Science, and Technology addresses the needs of accelerated students by enriching students from Kindergarten to the 7th grade. Students will be engaged in accelerated reading

math, social studies, science, and technology. Students in JPL will take the Regents Biology in the 7th grade, Earth Science Regents, and Math A Regents in the 8th grade. In addition, these students will be instructed in a foreign language from kindergarten. They will be involved in extra curricular activities in music, dance, art, and technology. (See pages 23, 57, 58)

- Meet the educational needs of historically underserved populations.
- Initiate a series of extra curricular before, during, and after school activities to enrich, to remediate, and initiate positive social interaction for students and their family through a rigorous academic intervention.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs. (See page 63)
- Are consistent with and are designed to implement State and local improvement, if any. (N.A.)

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

(See Part C, Section I, #1)

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:

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

(See Part C, Section I, #1)

3. Instruction by highly qualified staff.

The school will reimburse teachers for college coursed that they have taken in order to become highly qualified. With job embedded learning at its core, professional development plays a crucial role in the professional growth of our staff at P.S. 138. As a result, the professional development team, which includes the Principal, Assistant Principals, UFT Chapter leader, coaches,

grade leaders, content area specialists, work collaboratively to design ongoing workshops throughout the school year. The Professional Development team usually gives priority to the teachers' area of concerns. Ongoing support is offered to assist teachers in acquiring the relevant knowledge to assume their responsibility. Topics discussed during professional development include effective research-based classroom practices, principles and conditions of learning, discussing and sharing best practices that work, looking at student work, problem solving strategies, using of manipulative, assessment and data, various components of the balanced literacy and math curriculum and promotional folders. Professional development also takes place in the classroom through periodic class visits, followed by post conferences to debrief about effective teaching practices in the delivery of instruction. Overall, professional development is designed to address the needs and concerns of teachers while strengthening their knowledge base in literacy, mathematics, and other content areas. Staff development will continue to focus on facilitating teachers in accomplishing goals for improved student learning and good pedagogical practices, so that those who affect learning are continually upgrading their skills.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
 - Ongoing PD for all teachers, coaches, and school administrators
 - Using technology in content areas
 - Using technology in research writing
 - Using technology to create templates for instruction
 - Generating and applying data to / for instruction
 - Using Internet sources for research
 - Using technology to improve literary skills
 - Connecting technology to math and science
 - Graphic organizers and writing
 - Locating data and monitoring achievement
 - Using technology to assist struggling readers and writers
 - Planning and implementing integrated curriculum and differentiated instruction for improving student performance

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
School representatives attend job fairs to recruit the best qualified pedagogical professionals.

6. Strategies to increase parental involvement through means such as family literacy services.
Parent coordinator and Title I staff, along with administrators, provide continual professional development for parents.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

The school has four Pre-K classes for 72 students.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
Every child is provided with an assessment portfolio in order to track growth and individual needs.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
For those students who are experiencing difficult mastering the proficient or advanced levels of academic achievement, P.S. 138 provides a multitude of academic strategies and interventions with which to address their needs in a timely fashion. Students' academic needs are determined quickly through data results from classroom instruction and tests, Acuity, ARIS, NYS Assessments, ECLAS, and monthly grade level exams in math and ELA. The data from these assessments is then analyzed by the Inquiry Team, the administration, and the classroom teachers to implement the best individualized instructional plans for each of the students. These instructional action plans incorporate AIS pullout and push in, ELL intervention, as well as small group and differentiated instruction.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

Explanation/Background:

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$ 881,194	✓	1
Title I, Part A (ARRA)	Federal	✓			\$ 64,196	✓	1
Title II, Part A	Federal	✓				✓	7
Title III, Part A	Federal	✓			\$ 15,000	✓	24
Title IV	Federal			✓			0
IDEA	Federal	✓			\$ 243,367	✓	20
Tax Levy	Local	✓			\$ 4,127,103	✓	7-19

¹ **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

² **Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

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

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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