



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P.S 138

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): _____

PRINCIPAL: MS. CHAUVET-MONCHIK **EMAIL:** MCHAUVE@SCHOOLS.NYC.GOV

SUPERINTENDENT: _____

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Mr. Sealy	*Principal or Designee	
Mr. Massay	*UFT Chapter Leader or Designee	
Ms. Defoe	*PA/PTA President or Designated Co-President	
Ms. Crystal-Alexandre	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Ms. Seales	CBO Representative, if applicable	
Mr. Dakos	Member/	
Mr. McClean	Member/	
Ms. Hospedales	Member/	
Ms. Barr	Member/	
	Member/	
	Member/	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By June 2011, 5% to 10% of the students, including those represented in the various sub-groups, will increase their performance levels in literacy, math, science, social studies, and the arts as measured by the interim assessment benchmarks and by the New York State exams.

Comprehensive needs assessment

- According to New York Standards, our data show that 92% of 89 special needs students scored a level 1; 77% of our ELLs population scored a level 1; and only 13% of the said population scored a level 3. In addition, 50% of our general ed. population is functioning at a level 2, and 14% are functioning at a level 1.
- After reviewing the school data, for the school year 2011-2012, the Inquiry Team found that there is a need for more students to make more rigorous gains in their scale scores.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

In order to achieve this goal the following will be implemented:

- The vertical and horizontal Inquiry Teams will use all available data to identify, plan, and implement multiple differentiated strategies and instructional best practices in all subject areas.
- The Academic Intervention and Inquiry Teams will collaborate in order provide necessary support to those struggling students based upon the results from formative and summative assessments.
- The professional learning community 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.
- All content area teams will be engaged in ongoing focus groups (school wide) to study the latest research-based studies on accelerated learning in order to plan and tailor instruction.
- Administrative staff will provide professional development courses, on a continual basis, during the school year, in gifted/accelerated education, in order to extend and strengthen the knowledge-base of accelerated learning and teaching.

use of standards based rubrics and the Depth of Knowledge model will provide all children sequential and systematic rigorous literacy instruction across the grades.

- By utilizing the Universal Design for Learning teachers will create multiple access points of entry into the curriculum for SWD and LEP students.
- instruction by utilizing CCLS to surface gaps in instruction, analyzing student work against CCLS aligned rubrics and infusing technology where appropriate.
- Collaborative examination of student work, and timely, specific, evidence-based teacher feedback and support, will assist in increasing rigor and effectiveness of instruction

Timeline: From September 2011- June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Create parent/teacher partnerships through dialogue and communication.
- Provide ways for parents to participate in their children's learning through parent/teacher conferences, the school leadership team, parent volunteer program, and collaborative workshops in literacy and math where they are informed of specific knowledge and skills that students need in order to be successful and to be able to meet the new College Career Standards.
- Provide parent workshops given to inform them of the College Career Standards.
- Distribute monthly student progress reports which are used to update parents on their children's' academic performance. Parents will be trained and encouraged to use the ARIS data system.
- Provide professional development in regards to city, state, and federal standards.
- Encourage parents to share their expertise and to attend forums where they can ask, answer, and clarify questions pertaining to student achievement.
- Establish programs that will provide advice and training in regards to parenting skills—social and academic.
- Continue parent programs that allow them to join in classroom activities that include the following: reading books to the students, preparing materials and crafts for classroom activities, assisting students with painting and drawing materials, and visiting museums and other cultural institutions. Parents also help in creating and implementing the culminating activity. They will develop the literacy and art gallery where the students' best writings, paintings, and drawings will be displayed for the enjoyment of the entire school community.
- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent

Involvement Policy and the School-Parent Compact.

- Provide opportunities for parents to help them understand the accountability system, e.g., NC LB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, and Learning Environment Survey Report.
- Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- To ensure that the staff becomes more highly qualified there will be a variety of strategies and activities through professional development/in-service training as provided in-house and through CFN Network.
- Teachers will be exposed to best practices through inter/intravisitations in order to become more acquainted with technology and this application to teaching, learning, and academic improvement.
- Various Inquiry teams, horizontally and vertically chosen, will study, analyze, and disseminate data in all subject t areas in order to provide tools for enhancing the instructional practices and to address students' social and ac academic needs.
- Creating and monitoring long and short term SMART goals as vehicles to energize infrastructural instructional systems and structures. Job embedded learning will help teachers to identify and address all students academic needs.
- The use of a research based framework for enhancing professional practice will be used in short frequent cycles of classroom observation
- Develop a common lens for instruction, curriculum by setting clear expectations, discuss what's working and what needs to be improved, and provide evidence-based applicable feedback to ensure that teachers know what effective teaching looks like

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Students are engaged in violence prevention through mandated and at-risk counseling in order for social and emotional learning to be a part of what they do at home and in the classroom.
- Funds are allocated for counseling; in addition, students receive violence prevention intervention services offered by
- SBST counseling. This consists of the school psychologist, social worker, and other AIDP staff.
- Fair student funding.
- The nutrition programs are offered by two different organizations. Students from Pre-K through 2nd grade are actively engaged in cook shop opportunities; the cook shop program not only offers nutritional awareness, but it engages students in making nutritional meals and in practicing healthy eating. Parents attend ten cook shop workshops per year sponsored by Cornell University.
- Students living in temporary housing also receive additional counseling and extra-curricular activities in order to provide and reinforce academic support and positive social interaction. They are provided the necessary materials needed to assist them in starting the academic year effectively. There are three Pre-K classes at P.S. 138. All Pre-K teachers are paid with tax levy allocations. The three paraprofessionals are paid with Pre-K allocations
- Pre-K family worker
- OTPS allocations to support the program from Pre-K funds.
- for parental involvement funds

Budget and resources alignment

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

SWP Title 1. Title 1 translation Title 2: Title 3: AIDP: and AIDP school-based site share:

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

Based on results of the survey done by the school Inquiry Team, along with the school data reports,

- By June 2012, 100% of the staff will study and implement the UDL model in order to improve instructional best practices and overall student academic performance through differentiated instruction and the school enrichment model.

Comprehensive needs assessment

- Based on a review of school data, by members of the Horizontal Inquiry Team, in addition to the school's progress report card, data reveal that 50% of the general ed. population is performing at level 2 and 92% of the special needs students, along with 77% of the ELLs population, are performing at a level 1. This requires reexamining and enhancing teaching and learning practices in order to improve student overall performance.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 - e)
- In order to put more emphasis on teaching and learning, student proficiency, professional engagement, and professional collaborative team building, for improving student performance from grades K—8, intermittent,
- on-going professional development, on studying and implementing the UDL model,
- We will continue to have teachers team teach classes, revisit and evaluate their methodology, and share their successes in order to facilitate improvement of student performance on.
- We will 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).
- Inquiry work will be continued. The Inquiry Team's work in using data to propel teaching and learning and tailoring instruction according to each student's differentiated need.
- Have administrators, and lead Inquiry Team members, will use the professional development received to assist teachers in their delivery and fine tuning of instruction.
- We will continue the collaboration with Urban Education, providing science teachers in all grades, with professional development to help them to implement the new College Career Core Standards, grades K—8, in order to address students' academic needs.

- We will continue the support of marginal teachers who will work closely with peer teachers/master teachers, as critical friends, to improve their pedagogical skills.
- We will maintain the support and means for teachers to be able to read and study professional literature by accessing the in-house professional library.

Timeline: From September 2011- June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Parental workshops provided by teaching staff and parent coordinator.
 - Fusing of Common Core standards into curriculum through family literacy and numeracy workshops, grades K—8.
 - Parents will be provided with multiple opportunities to gain greater understanding of the curriculum and the common core standards as per school's vision and mission.
 - Providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology.
 - Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.
 - Supporting school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development especially in developing leadership skills
 - Have translated all critical school documents and provide interpretation during meetings and events as needed.

Timeline: From September 2011- June 2012

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - School will support and encourage various study groups in order to assist teachers in enhancing their instructional practices and encouraging them to plan units of study in order to meet the diverse needs of their students using the School Enrichment Method and following the protocols for student work.
 - Ongoing observations, formal and informal, and walk-throughs, will be used in order to give teachers necessary feedback in order to improve student academic performance.
 - The use of a research based framework for enhancing professional practice will be used in short frequent cycles of classroom observation
 - Develop a common lens for instruction, curriculum by setting clear expectations, discuss what's working and what needs to be improved, and provide evidence-based applicable feedback to ensure that teachers know what effective teaching looks like

Service and program coordination

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

Teachers are trained in violence prevention strategies. The respect for all initiative is in effect and the program coordinator trained the entire staff in order for teachers to infuse violence prevention within their daily lessons. In addition, character education and advisory programs have give support in order to assist in creating a safe environment teaching and learning community. The school purchased materials in order to support violence prevention, nutrition, and temporary housing. OTPS funding: \$3,000 Pre-K; \$1,495 Pre-K*; \$30,000 AIDP; \$628 Title 1 translation service; \$1,757: translation service; \$2,500: fair student.

Budget and resources alignment

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

Title 1:

Title 1 translation

Title 2:

Title 3

AIDP:

AIDP shared site:

Mandated counseling:

Pre-K OTPS:

Pre-K:

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3.

As a result of the need to use a variety of data to improve teaching and learning,

- By June 2012, the Inquiry Team will use collaborative planning to focus on instructional strategies and academic intervention as informed by ARIS, Acuity, and the NYS assessments in all subject areas, K—8, in order to drive instruction and increase student academic performance by 5% to 10% as evidenced by these tools.

Comprehensive needs assessment

- Based on the performance of students in relation to state academic content and student achievement standards, as evidenced by formal and informal data, reveal that 50% of the general ed. population is performing at level 2 and 92% of the special needs students along with 77% of the ELLs population, are performing at a level 1.
- This requires reexamining and enhancing teaching and learning practices.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Administration and Inquiry Teams and or Lead Teachers will attend Network PD for CCLS aligned Curriculum mapping, Universal Design for Learning, Rigor in Instruction, Disciplinary Literacy etc.
- Administration, Inquiry Teams and or Lead Teachers will turnkey information gleaned from Network PD sessions.
- Inquiry Teams will meet intermittently to identify and analyze instructional strategies needed to move students to the next level of performance—where they are and where they ought to move to; they will collectively develop, analyze, and evaluate student work to monitor the teaching and learning process and achievement made thus far through benchmark reference.
- Staff will align Common Core Standards to academic standards in order to prepare for responsive and differentiated teaching.
- Inquiry Teams will build collective capacity to raise student achievement, through collaborative planning for units of study in tandem with regular classroom teachers

- Staff will use a variety of instructional strategies, frameworks, CCLS aligned rubrics, Webb's Depth of Knowledge, UDL methodology, and best practices to guide and to reinforce teaching including a researched based framework for enhancing professional practice
- Inquiry Teams will assist grade level teachers in creating and writing essential questions and enduring understandings in order to monitor teaching and applicable strategies to the various skills, concepts, and performance indicators in order to meet or exceed state standards.
- All regular classroom teachers, content area specialists, and academic intervention service personnel, as well as other service providers, will plan collaboratively to share information and open communication in order to design/modify and evaluate curriculum bundles and instruction, summative and formative assessments, benchmarks, and the protocols of differentiated instruction to identify and plan for all student sub-groups in order to meet or exceed State standards.
- Weekly common planning, Inquiry Team meetings, data-specialist meetings, and inter/intravisitations will be used to continually visit and evaluate the effectiveness of strategies and activities and seek ways to redesign programs when the need arise in order to show a 5% to 10% gain, in student performance, by June 2012.

Timeline: From September 2011- June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities.
- Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.
- Parental involvement will also be nurtured by providing materials and training through parent workshops to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology by fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress and by providing assistance to parents in understanding city, state, and federal standards and assessments.

Strategies for attracting Highly Qualified Teachers (HQT)

- Administration will continue to provide high-quality professional development in order for teachers to continue to reflect upon teaching and learning styles and in order to share and evaluate beliefs and assumptions in order to build and sustain capacity in all areas of teaching and learning in order to improve student achievement across the curriculum and across the grades where they will meet or exceed state standards

and be able to address the rigor of the New College Career Readiness Curriculum.

- All professional development will aim at achieving a high-standard of student learning, rigorous curriculum, quality instruction, and student performance accountability using Danielson's and UDL models to drive theory and practice for improved student achievement.
- Through continual professional development, and through a continual increase in SMART Board acquisitions, teachers will be continually trained in the use of technology, using the SMART Board to enhance the delivery of daily lesson instruction and, at the same time, facilitating differentiated practice through flexible / small group instruction.
- The use of a research based framework for enhancing professional practice will be used in short frequent cycles of classroom observation
- Develop a common lens for instruction, curriculum by setting clear expectations, discuss what's working and what needs to be improved, and provide evidence-based applicable feedback to ensure that teachers know what effective teaching looks like

Service and program coordination

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

P.S. 138 will use the allocations from The Inquiry Team, the data specialist, and the Title I 5% highly qualified money to conduct inquiry and professional development activities. In addition, staff from CFN 602 and Tweed will also provide professional development to staff.

Budget and resources alignment

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

Inquiry Team:

5% Highly Qualified Teacher:

Data Specialist:

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

To utilize the budget effectively in order to enhance instructional delivery and improve student performance by 5% to 10%.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- To meet the needs of our student population, which include special needs, ELLs, general and accelerated learners, with a limited budget, requires that special emphasis be considered in planning ways that will maximize teaching and learning by functioning with less, to accomplish more.
- As reported by the school data and progress report, data reveal that 50% of the general ed. population is performing at level 2 and 92% of the special needs students along with 77% of the ELLs population, are performing at a level 1; accordingly, all grades, from K—8, need to show growth in all content areas as measured by NYC and NYS standards.
- Only through creative scheduling can attempts be made to meet the diverse needs of the students, both vertically and horizontally.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) time line for implementation.
- All funded teachers will be assigned to pull-out services for targeted students in grades 3—8. Cluster teachers must be scheduled to provide specific services for grades K—2.
- Instructional staff will provide targeted academic intervention / enrichment services to groups of ten or less during 37.5 minute block.
- Two certified gym teachers will a variety of activities, engaging students in various athletic programs such as soccer, basketball, yoga, and dance. These gym teachers will also provide one semester of health for all seventh graders.
- Community outreach programs include The Julliard School of Music, and other CBO's, including Medgar Evers College and 21st Century.
- All teaching personnel and service providers will be used to provide the necessary services to address all student population's social, emotional,

academic needs.

- All pertinent personnel meet during common planning and Inquiry Team meetings to discuss and to devise new ways and new strategies to meet the diverse needs of our student population in order for them to meet or exceed the NYC and NYS Standards.
- Teachers identify their strengths and use their various professional abilities to contribute to maximize creative scheduling in order to constantly enhance instructional delivery and student performance.
- In addition, the SLT members will meet weekly to discuss the school's student population needs and design and implement student remediation, per their diverse needs, in order to ensure all students meet grade level criteria.
- The school will also engage parents in discussion and decision making regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills; schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestion; have translated all critical school documents and provide interpretation during meetings and events as needed in order to show 5% to 10% gains by June 2012.

Timeline: From September 2011- June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Provide ways for parents to participate in their children's learning through parent/teacher conferences, the school leadership team, parent volunteer program, and collaborative workshops in literacy and math where they are informed of specific knowledge and skills that students need in order to be successful and to be able to meet the new College Career Standards.
- Provide parent workshops given to inform them of the College Career Standards.
- Distribute monthly student progress reports which are used to update parents on their children's' academic performance. Parents will be trained and encouraged to use the ARIS data system.
- Provide professional development in regards to city, state, and federal standards.
- Encourage parents to share their expertise and to attend forums where they can ask, answer, and clarify questions pertaining to student achievement.
- Establish programs that will provide advice and training in regards to parenting skills—social and academic.
- Continue parent programs that allow them to join in classroom activities that include the following: reading books to the students, preparing materials and crafts for classroom activities, assisting students with painting and drawing materials, and visiting museums and other cultural institutions. Parents also help in creating and implementing the culminating activity. They will develop the literacy and art gallery where the students' best writings, paintings, and drawings will be displayed for the enjoyment of the entire school community.
- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Ongoing professional development and Inquiry Team collaborative planning will be used to create and sustain a strong partnership with parents, families, and outside organizations in order to promote student learning by maximizing on creating scheduling in order to foster a strong culture of collective responsibility and accountability and gain a deeper understanding of the developmental needs of all students.
- Establishing strong partnership allows for expanding skills and expertise.
- Administration will continue to provide high-quality professional development in order for teachers to continue to reflect and enhance teaching and learning styles and student improvement in order to share and evaluate beliefs and assumptions in order to build and sustain capacity in all areas of teaching and learning in order to improve student achievement across the curriculum and across the grades where they will meet or exceed state standards and be able to address the rigor of the New College Career Readiness Curriculum.
- All professional development will aim at achieving a high-standard of student learning, rigorous curriculum, quality instruction, and student performance accountability using a research based rubric framework for teaching and UDL models to drive theory and practice for improved student achievement.
- Through continual professional development, and through a continual increase in SMART Board acquisitions, teachers will be continually trained in the use of technology, using the SMART Board in order to improve student learning and to research strategies in order to facilitate learning through personal interest and inquiry.
- The use of a research based framework for enhancing professional practice will be used in short frequent cycles of classroom observation
- Develop a common lens for instruction, curriculum by setting clear expectations, discuss what's working and what needs to be improved, and provide evidence-based applicable feedback to ensure that teachers know what effective teaching looks like

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- In addition to the instructional practices occurring on a daily basis, the school extends its vision by working closely with the community organizations from 3:30 pm to 6:30pm, Mondays through Fridays, and 10:00 am to 2:30 pm on Saturdays.
- The community organization from Medgar Evers' learning center/Beacon Program provide homework assistance for all students, at-risk counseling, extra-curricular activities, and academic intervention services in math and reading.
- Two teachers from P.S. 138 are employed by the Beacon Milk Program to provide academic intervention services to at-risk students.
- Century 21 grant is utilized to address the needs of students in the area of gifted and talented and acceleration. The Century 21 program provides accelerated program to above level students in the areas of Regents-Math, Regents-Biology, and Specialized High School.

Budget and resources alignment

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

Title I**Title I Translation****Title II****Title III****AIDP**

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

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

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

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

Budget and resources alignment

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

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

Please fill out this chart and the narrative description of services page which follows.

*****These two charts must align with # of students being offered services.**

	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	21	15	0	0		0	0	6
7	18	10	0	0		0	0	1
8	20	28	0	0		0	0	0
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p>	<p>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.</p>
<p>Mathematics</p>	<p>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.</p>
<p>Science</p>	<p>Not applicable.</p>
<p>Social Studies</p>	<p>Not applicable.</p>

<p>At-risk Services provided by the Guidance Counselor</p>	<p>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. To help strengthen and better develop and monitor the social, emotional, and academic needs of all students.</p>
<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>

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 17K138 **School Name:** The Core Knowledge\Efficacy School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1x Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: BasicX Focused Comprehensive

Intervention: School Quality Review (SQR) X External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

The school was identified in ELA and Math for Special Needs students for two consecutive years the Special Education population did not show significant progress in ELA and Math. They performance has declined significantly. Teacher illness was one of the factors that caused the declined. A teacher was ill in the middle of the school year, she had to be replaced by another teacher; students had to adjust to their new teacher in the middle of the school year. New seventh and eighth graders were transferred to the school from other schools in the district who were all level ones. Some of the special education staffs were, untrained and inexperienced. Students also had attendance problems where they fail to attend school on a regular basis.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

The school purchased new technology programs in ELA and math to implement independent differentiate instruction. High functioning special needs students are integrated with general education students for block of instruction with teacher or para support. Ells special needs students have alternate language paras to support them academically in the content area being taught in English. All special education students are encouraged to participate in the 37.5 minutes before getting on the bus. Special educators offer extended day after school programs 6 hours a week in order for them to have additional instructional hours while addressing EIP goals and social emotional needs. Special Education teachers confer with their students as well their parents to discuss students' goals, progress and challenges that they have to address during the 2011 and 2012 school year. Teachers are involved in professional development every Friday for an hour, and sometime more than an hour. Special Education teachers conducted study groups; they read books and discussed the content of their books. They met during and after school in order to plan and analyze students work and data. They aligned the ELA and Math curriculum with the new CCSS standards. We conducted frequent walkthroughs and observations. The teachers received feedback from their supervisors regarding their practices. Special workshops were designed base on teachers' needs. There have been three Special education parent workshops during the school year.

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

The school spent the money by paying part of the coach salary to trained Special Education teachers in college and career standards and other initiatives. They also have professional development activities after the school. We purchased professional books for teachers. Teachers work collaboratively with their coach and the administrative staff in administrative planning and implementing effective strategic initiative in helping special needs students. The money was spent partially in salary, partially in teacher per session and partially in OTPS.

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

New and inexperienced teachers are being mentored in house by the coach and by the network professional developers on a continuous basis. The only newly hired teacher in the school is being mentored by a seasoned speech -teachers, 5 days a week in the area of speech pathology and language development. Some of the teachers are paired with seasoned teachers in inclusion classes so they can develop pedagogically and gain experience in effective strategies to help students. We follow the Danielson instructional model in implementing instruction.

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.

The school downloaded sample letters that were send from the NY state department. We placed a letterhead on top of the letter and added the appropriate date on the letters for orientation and so on. We downloaded letter in all of the languages. We send the letters via backpacks. We had a parent conference addressing the status of the school and how can we get back to good standing.

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

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

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Jose Ruiz/ Julia Bove	District 17	Borough Brooklyn	School Number 138
School Name The Core Knowledge/Efficacy School			

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

Principal Ms. Marie Chuvet-Monchik	Assistant Principal Dr. Joseph Sealy
Coach type here	Coach type here
ESL Teacher Zoraida Grafals	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Ms. Brenda Drew
Related Service Provider C. Robinson	Other Ms. Shandalay Tate
Network Leader type here	Other type here

C. Teacher Qualifications [i](#)

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	4
Number of content area teachers with bilingual extensions	4	Number of special education teachers with bilingual extensions	2	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1		

D. School Demographics

Total number of students in school	891	Total Number of ELLs	87	ELLs as share of total student population (%)	9.76%
------------------------------------	------------	----------------------	-----------	-----------------------------------------------	--------------

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. 

P. S. 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 and
- C) Spanish Language Assessment Battery (for Spanish speakers)
- D) The Academic Language and Literacy Diagnostic (ALLD)
- E) SIFE Oral Interview Questionnaire
- F) The New York State English as a Second Language Achievement Test (NYSESLAT).

When newly admitted students enter our school and begin the registration process, the Home Language Identification Survey is given to parents or guardians. The HLIS requires parent to answer several language choice questions regarding the child’s major language for reading and writing, listening and speaking. The HILS is completed by parents with the assistance of the following pedagogues: the Principal Ms. Chauvet, the assistant principals Ms. Early and Mr. Sealy, the guidance counselor Ms. Robinson, and by Ms. Grafals the ESL teacher.

If the HILS indicated LAB-R eligibility, then the newly arrived student is tested with the LAB-R English proficiency test. LAB-R or Spanish: LAB-R is administered by the ESL Teacher, Ms. Grafals.

Other trained pedagogues that assist with translation and interpretation services for parents are listed below.

In-House Translators/Oral Interpreters

Teachers	Languages	Translator/Oral Interpreter	Qualifications/Title
Ms. M. Chauvet-Monchik	French, HC, Spanish	Translator/Oral Interpreter	School Principal
Dr. J. Sealy	Spanish	Translator and Oral Interpreter	Assistant Principal
Ms. Z. Grafals	Spanish	Translator/Oral Interpreter	ESL, Teacher
Mr. Ambroise	French, HC	Translator and Oral Interpreter	Teacher
Ms. P. Brutus	French, HC	Oral Interpreter	Teacher
Mr. Senat	French, HC	Translator/Oral Interpreter	Teacher
Mr. Baptiste	French, HC	Translator/Oral Interpreter	Special Education, Teacher
Ms. M. Letang	French, HC	Oral Interpreter	Teacher
Ms. Presume	French, HC	Translator/Oral Interpreter	Teacher

Ms. Paul	French, HC	Oral Interpreter	Teacher
Ms. M. Borges	Spanish	Translator/Oral Interpreter	Teacher
Ms. Y. Mellilo	Spanish	Translator/Oral Interpreter	Teacher
Ms. Y. Mason	Spanish	Oral Interpreter	Teacher
Ms. S. Awad	Arabic	Oral Interpreter	Para-professional
Ms. J. Gonzalez	Portuguese	Translator/Oral Interpreter	Special Education Teacher
Mr. Verdov	Russian	Translator/Oral Interpreter	Teacher

Parents are provided with parent 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 accounting secretary; Mrs. Drew, the parent coordinator; Ms. Grafals, the ESL teacher; and Mrs. Chauvet-Monchik, the school principal.

The Home Language Identification Survey includes the informal oral interview in English and in the student’s native language. Once the LAP team determines student eligibility, the ESL teacher administers 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 as indicated by in-house hand-score results.

The Academic Language and Literacy Diagnostic (ALLD) is an assessment to identify Students with Interrupted Formal Education (SIFE). The ALLD is administered to students in grades 6-8 after the Home Language Identification Survey (HLIS) and the Language Assessment Battery-Revised (LAB-R) have been administered and an interview with the Oral Interview Questionnaire has identified an interruption of more than two years. ALLD is only administered to students whose home language is English or Spanish.

Students whose home language is other than Spanish or English and have more than a two year interruption in their formal education, native language literacy skills are evaluate with a brief writing sample and reading comprehension passages in the student’s native language.

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 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 also 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 letter **This school serves the following grades (includes ELLs and EPs)** is sent home within the first 30 of the child’s enrollment.

The parent coordinator **Check all that apply** 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 a trained pedagogue is present at all times. After watching the video, parents are invited to complete the Parent Survey and Program Selection

Form. Below is a description of the three programs parents choose from.

- Transitional Bilingual Education (TBE) A TBE program for ELLs includes grade-appropriate an English as a Second Language (ESL) component, as well as content area instruction in both the native language and English, Also, TBE programs include a Native Language Arts (NLA) component designed to develop communication and academic skills, e.g., listening, speaking, reading and writing, in a student’s home language while promoting students’ history and culture. In the first year, TBE students are expected to receive 60% of instruction in their native language and 40% in English.
- Dual Language programs serve both ELLs in need of English language development and monolingual English-speaking students who are interested in learning a second language. Programs are designed to continue developing ELLs’ native language, as well as English language skills. Monolingual English-speaking students become bilingual. Each group provides linguistic role models for each other. In the Dual Language model students receive half of their instruction in English, and half of their instruction in the second language.
- Freestanding English as a Second Language (ESL) programs provide instruction in English, emphasizing English-language acquisition. Students in Freestanding ESL programs come from many different native-language backgrounds and English is the only common language among students. However, native language support is available whenever possible. The three programs offer language development and rigor in academic subjects; however, the amount of instructional time spent in English and the native or target language is different.

Once parents complete the Parent Survey and Program Selection Form, the completed form is returned to Ms. Drew, after a pedagogue reviews the survey. All survey and selection forms are kept on file in the ESL—room 101S.

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 (Appendix E)
- Non Entitlement Letter
- 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 the ESL teacher and school 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 P.S. 138 is aligned with the parents’ choices as indicated by their request on the Parent Survey and Program Selection Form.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11

This school offers (check all that apply):

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

Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
-----------------------	--------------------------------------	--------------------------	-------------------------------

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	87	Newcomers (ELLs receiving service 0-3 years)	77	Special Education	2
SIFE		ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	3

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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	72	0	1	12		1	3		0	87
Total	72	0	1	12	0	1	3	0	0	87

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

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
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	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	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									

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	2	2	5	4	2		1							16
Chinese														0
Russian														0
Bengali	1			1			3							5
Urdu														0
Arabic	6	4	8	2	4	5	4	3	8					44
Haitian			1	1	1	3		3	2					11
French							1							1
Korean														0
Punjabi														0
Polish														0
Albanian					1									1
Other	2		1	3	1		1		1	0				9
TOTAL	11	6	15	11	9	8	10	6	11	0	0	0	0	87

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

A. Programming and Scheduling Information

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 ESL push-in and the ESL pull-out programs. For the push-in model, the ESL teachers work with ELLs in collaboration with regular classroom teachers to provide ESL content area instruction, language acquisition, and vocabulary support while retaining content instruction time. An ESL 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 are brought together from various content based 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 ELL students based upon their proficiency levels (beginning, intermediate or advanced). Grouping for instruction is based on mixed proficiency levels or heterogeneous grouping. All instruction is age and grade appropriate. Children First reforms have focused on strengthening ESL 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 in all subgroups including students with interrupted formal education (SIFE), long-term English language learners (LTE) and ELLs with Disabilities 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.

Small flexible grouping is in place to address the needs of ELL subgroups. Some of the intervention programs used are Into English, High Point K-6, and Interactive Reader for those ELLs in grades 7-8, Leap Frog, and SRA used with balanced literacy. Multilanguage libraries are available to students in all content areas in languages such as French, Haitian Creole, Arabic, and Spanish. All students are exposed to technology. Laptops smartboard and access to the internet is provided to ELLs. 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

Native Language Usage and Supports

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

Native Language Usage/Support

Transitional Bilingual Education (TBE)

100%

A. Programming and Scheduling Information

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 proficiency score on the NYSESLAT to ensure a smooth transition into an English

B. Programming and Scheduling Information--Continued

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

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.

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. A balanced approach to literacy and math is being implemented to ensure that students in all subgroups including students with interrupted formal education (SIFE), long-term English language learners (LTE) and ELLs with Disabilities 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.

ELLs become independent readers participating in guided reading support. ELLs in grade K-3 are provided with small group instruction, and individual one-on-one sessions. Guided reading help ELLs become independent readers.

Small flexible grouping is in place to address the needs of ELL subgroups. Some of the intervention programs used are Into English, High Point K-6, and Interactive Reader for those ELLs in grades 7-8, Leap Frog, and SRA used with balanced literacy. Multilanguage libraries are available to students in all content areas in languages such as French, Haitian Creole, Arabic, and Spanish. All students are exposed to technology. Laptops smartboard and access to the internet is provided to ELLs. 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 proficiency 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 achieving proficiency on the NYSESLAT are also enrolled in the Title III program. Title III is in session Monday – Friday from 7:30 – 8:30 AM. Besides Title III, ELLs participate in the 37 ½ extended day small group instruction. 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

B. Programming and Scheduling Information--Continued

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

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.

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. A balanced approach to literacy and math is being implemented to ensure that students in all subgroups including students with interrupted formal education (SIFE), long-term English language learners (LTE) and ELLs with Disabilities 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.

ELLs become independent readers participating in guided reading support. ELLs in grade K-3 are provided with small group instruction, and individual one-on-one sessions. Guided reading help ELLs become independent readers.

Small flexible grouping is in place to address the needs of ELL subgroups. Some of the intervention programs used are Into English, High Point K-6, and Interactive Reader for those ELLs in grades 7-8, Leap Frog, and SRA used with balanced literacy. Multilanguage libraries are available to students in all content areas in languages such as French, Haitian Creole, Arabic, and Spanish. All students are exposed to technology. Laptops smartboard and access to the internet is provided to ELLs. 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 proficiency 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 achieving proficiency on the NYSESLAT are also enrolled in the Title III program. Title III is in session Monday – Friday from 7:30 – 8:30 AM. Besides Title III, ELLs participate in the 37 ½ extended day small group instruction. 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. Also, students who transition to all-English monolingual classes can receive bilingual or ESL support for up to a year, supported by state funds, according to CR Part 154.

B. Programming and Scheduling Information--Continued

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

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.

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. A balanced approach to literacy and math is being implemented to ensure that students in all subgroups including students with interrupted formal education (SIFE), long-term English language learners (LTE) and ELLs with Disabilities 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.

ELLs become independent readers participating in guided reading support. ELLs in grade K-3 are provided with small group instruction, and individual one-on-one sessions. Guided reading help ELLs become independent readers.

Small flexible grouping is in place to address the needs of ELL subgroups. Some of the intervention programs used are Into English, High Point K-6, and Interactive Reader for those ELLs in grades 7-8, Leap Frog, and SRA used with balanced literacy. Multilanguage libraries are available to students in all content areas in languages such as French, Haitian Creole, Arabic, and Spanish. All students are exposed to technology. Laptops smartboard and access to the internet is provided to ELLs. 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 proficiency 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 achieving proficiency on the NYSESLAT are also enrolled in the Title III program. Title III is in session Monday – Friday from 7:30 – 8:30 AM. Besides Title III, ELLs participate in the 37 ½ extended day small group instruction. 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. Also, students who transition to all-English monolingual classes can receive bilingual or ESL support for up to a year, supported by state funds, according to CR Part 154.

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

Science:				
----------	--	--	--	--

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 and research-based. Teachers providing instruction to LEP/ELL students attend high quality professional development workshops.

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. ESL teachers participate 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.

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 provider, 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.

Topics, presenters, and tentative dates (first Wednesday of each month) for teachers of ELLs, general education, and special education including paraprofessionals:

Date	Topic	Presenters
November	Differentiating Instruction	AIS Team Leaders and LAP Team Members
December	Curriculum & Common Core Standards	ESL Teachers and Technology Specialist
January	ESL Strategies within Thematic Units	ESL Teachers
February	Using Technology in the Classroom	Technology Specialist and AIS Team Leaders
March	Writer's Workshop	AIS Team Leaders and LAP Team Members
April	Guided Reading (Instruction & Assessment)	AIS Team Leaders
May	Cooperative Learning Groups using ESL methodologies	ESL Teachers
June	NYSESLAT Training	ESL Teachers

In house, 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. Paraprofessionals, secretaries, parent coordinator, and all school teachers participate in PD

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 and research-based. Teachers providing instruction to LEP/ELL students attend high quality professional development workshops.

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. ESL teachers participate 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.

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 provider, 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.

Topics, presenters, and tentative dates (first Wednesday of each month) for teachers of ELLs, general education, and special education including paraprofessionals:

Date	Topic	Presenters
November	Differentiating Instruction	AIS Team Leaders and LAP Team Members
December	Curriculum & Common Core Standards	ESL Teachers and Technology Specialist
January	ESL Strategies within Thematic Units	ESL Teachers
February	Using Technology in the Classroom	Technology Specialist and AIS Team Leaders
March	Writer's Workshop	AIS Team Leaders and LAP Team Members
April	Guided Reading (Instruction & Assessment)	AIS Team Leaders
May	Cooperative Learning Groups using ESL methodologies	ESL Teachers
June	NYSESLAT Training	ESL Teachers

In house, 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. Paraprofessionals, secretaries, parent coordinator, and all school teachers participate in PD.

The Chancellor mandates two staff development days: one in the month of November, 2011; the second one in the month of June, 2012. 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 also invited to participate in the professional development institutes that are available from the Office of ELLs for the 2011-12 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

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 and research-based. Teachers providing instruction to LEP/ELL students attend high quality professional development workshops.

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. ESL teachers participate 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.

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 provider, 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.

Topics, presenters, and tentative dates (first Wednesday of each month) for teachers of ELLs, general education, and special education including paraprofessionals:

Date	Topic	Presenters
November	Differentiating Instruction	AIS Team Leaders and LAP Team Members
December	Curriculum & Common Core Standards	ESL Teachers and Technology Specialist
January	ESL Strategies within Thematic Units	ESL Teachers
February	Using Technology in the Classroom	Technology Specialist and AIS Team Leaders
March	Writer's Workshop	AIS Team Leaders and LAP Team Members
April	Guided Reading (Instruction & Assessment)	AIS Team Leaders
May	Cooperative Learning Groups using ESL methodologies	ESL Teachers
June	NYSESLAT Training	ESL Teachers

In house, 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. Paraprofessionals, secretaries, parent coordinator, and all school teachers participate in PD.

The Chancellor mandates two staff development days: one in the month of November, 2011; the second one in the month of June, 2012. 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 also invited to participate in the professional development institutes that are available from the Office of ELLs for the 2011-12 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

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

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?

Parents are invited to increase their involvement and awareness in the academic activities of their children. Research has shown that strong parental involvement lead to academic success of students, especially ELLs. At PS 138 parents are the main decision-makers, including the process of identifying and placing their children in appropriate programs and services.

The parent coordinators Ms. Drew works with the principal, assistant principals, and the ESL teachers to coordinate school events for ELL parents and deliver information in a timely manner to support the planning and implementing effective parental involvement activities. Oral translators and interpreters provide native language translations services to better assist parents. The HILS survey is instrumental in informing school personnel on how to reach parents.

PS 138 clearly communicate to all parents including those who are limited English proficiency, parents with disabilities, and parents of migratory children, that the NYC public school system values the diversity of languages and cultures in our schools. Parents are informed that language services are provided in nine languages in addition to the in-house translation and interpretation services. Information and resources in the parents' native language reinforces academic achievement and school performance. As mandated by the State Education Department, each spring, ELLs are retested to evaluate their English proficiency using the New York State English as a Second Language Achievement Test (NYSESLAT). PS 138 notify parents of NYSESLAT outcomes and program eligibility before the beginning of the next school year.

The school involves parents with regular two-way and meaningful communication related to student academic learning and other school activities because

- parents play an integral role in assisting their child's learning;
- parents are encouraged to be actively involved in their child's education at school;
- parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

PS 138 provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy workshop, and using technology, as appropriate, and by including these activities in all PTA and School Leadership Team meetings and through regular newsletters and during open school nights.

Parents are encouraged to read with students through a series of activities sponsored by the Parent Association and organized by the Parent Coordinator. Parental Involvement - School Home Reading Program – encourage children to read daily for pleasure, provide parents with a mechanism to monitor their children's reading progress, and to encourage a whole family approach to literacy. Children borrow books from the classroom multicultural/bilingual library or from the local library for home reading.

Reading increases academic achievement in reading, writing, science, math, social studies and other subjects, improve attendance, promote positive student behavior in school, and ensure successful transition and adjustments to new schools (MS/HS). It also advance students' health, nutrition, safety and help attain other important academic or nonacademic goals on the school's agenda for the year.

Parental involvement activities promote and support learning. Parents support their children's learning by:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in the child's classroom.
- 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.

PS 138 collaborate with community based organizations such as Medgar Evers Beacon Program, the Office of Adult and Continuing Education Office, OACE and Brooklyn Central Library. In collaboration with these and other community based organizations the school informs parents of health programs and educational and training opportunities. Parents are invited to attend the evening adult education program offered by the Office of Adult and Continuing Education Office, OACE. The office is located on Nostrand Avenue in the school's

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?

Parents are invited to increase their involvement and awareness in the academic activities of their children. Research has shown that strong parental involvement lead to academic success of students, especially ELLs. At PS 138 parents are the main decision-makers, including the process of identifying and placing their children in appropriate programs and services.

The parent coordinators Ms. Drew works with the principal, assistant principals, and the ESL teachers to coordinate school events for ELL parents and deliver information in a timely manner to support the planning and implementing effective parental involvement activities. Oral translators and interpreters provide native language translations services to better assist parents. The HILS survey is instrumental in informing school personnel on how to reach parents.

PS 138 clearly communicate to all parents including those who are limited English proficiency, parents with disabilities, and parents of migratory children, that the NYC public school system values the diversity of languages and cultures in our schools. Parents are informed that language services are provided in nine languages in addition to the in-house translation and interpretation services. Information and resources in the parents' native language reinforces academic achievement and school performance. As mandated by the State Education Department, each spring, ELLs are retested to evaluate their English proficiency using the New York State English as a Second Language Achievement Test (NYSESLAT). PS 138 notify parents of NYSESLAT outcomes and program eligibility before the beginning of the next school year.

The school involves parents with regular two-way and meaningful communication related to student academic learning and other school activities because

- parents play an integral role in assisting their child's learning;
- parents are encouraged to be actively involved in their child's education at school;
- parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

PS 138 provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy workshop, and using technology, as appropriate, and by including these activities in all PTA and School Leadership Team meetings and through regular newsletters and during open school nights.

Parents are encouraged to read with students through a series of activities sponsored by the Parent Association and organized by the Parent Coordinator. Parental Involvement - School Home Reading Program – encourage children to read daily for pleasure, provide parents with a mechanism to monitor their children's reading progress, and to encourage a whole family approach to literacy. Children borrow books from the classroom multicultural/bilingual library or from the local library for home reading.

Reading increases academic achievement in reading, writing, science, math, social studies and other subjects, improve attendance, promote positive student behavior in school, and ensure successful transition and adjustments to new schools (MS/HS). It also advance students' health, nutrition, safety and help attain other important academic or nonacademic goals on the school's agenda for the year.

Parental involvement activities promote and support learning. Parents support their children's learning by:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in the child's classroom.
- 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.

PS 138 collaborate with community based organizations such as Medgar Evers Beacon Program, the Office of Adult and Continuing Education Office, OACE and Brooklyn Central Library. In collaboration with these and other community based organizations the school informs parents of health programs and educational and training opportunities. Parents are invited to attend the evening adult education program offered by the Office of Adult and Continuing Education Office, OACE. The office is located on Nostrand Avenue in the school's vicinity. The office of OACE offer offers free ESL classes and vocational instruction to adults. Brooklyn Central Library is a major

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 Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

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

B. Programming and Scheduling Information--Continued

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

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.

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. A balanced approach to literacy and math is being implemented to ensure that students in all subgroups including students with interrupted formal education (SIFE), long-term English language learners (LTE) and ELLs with Disabilities 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.

ELLs become independent readers participating in guided reading support. ELLs in grade K-3 are provided with small group instruction, and individual one-on-one sessions. Guided reading help ELLs become independent readers.

Small flexible grouping is in place to address the needs of ELL subgroups. Some of the intervention programs used are Into English, High Point K-6, and Interactive Reader for those ELLs in grades 7-8, Leap Frog, and SRA used with balanced literacy. Multilanguage libraries are available to students in all content areas in languages such as French, Haitian Creole, Arabic, and Spanish. All students are exposed to technology. Laptops smartboard and access to the internet is provided to ELLs. 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 proficiency 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 achieving proficiency on the NYSESLAT are also enrolled in the Title III program. Title III is in session Monday – Friday from 7:30 – 8:30 AM. Besides Title III, ELLs participate in the 37 ½ extended day small group instruction. 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. Also, students who transition to all-English monolingual classes can receive bilingual or ESL support for up to a year, supported by state funds, according to CR Part 154.

B. Programming and Scheduling Information--Continued

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

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.

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. A balanced approach to literacy and math is being implemented to ensure that students in all subgroups including students with interrupted formal education (SIFE), long-term English language learners (LTE) and ELLs with Disabilities 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.

ELLs become independent readers participating in guided reading support. ELLs in grade K-3 are provided with small group instruction, and individual one-on-one sessions. Guided reading help ELLs become independent readers.

Small flexible grouping is in place to address the needs of ELL subgroups. Some of the intervention programs used are Into English, High Point K-6, and Interactive Reader for those ELLs in grades 7-8, Leap Frog, and SRA used with balanced literacy. Multilanguage libraries are available to students in all content areas in languages such as French, Haitian Creole, Arabic, and Spanish. All students are exposed to technology. Laptops smartboard and access to the internet is provided to ELLs. 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 proficiency 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 achieving proficiency on the NYSESLAT are also enrolled in the Title III program. Title III is in session Monday – Friday from 7:30 – 8:30 AM. Besides Title III, ELLs participate in the 37 ½ extended day small group instruction. 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. Also, students who transition to all-English monolingual classes can receive bilingual or ESL support for up to a year, supported by state funds, according to CR Part 154.

Additional Information

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

Paste additional information here

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

At PS 138, all teachers are encouraged to participate in professional development that is needs driven and research-based. Teachers providing instruction to LEP/ELL students attend high quality professional development workshops.

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. ESL teachers participate 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.

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 provider, 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.

Topics, presenters, and tentative dates (first Wednesday of each month) for teachers of ELLs, general education, and special education including paraprofessionals:

Date	Topic	Presenters
November	Differentiating Instruction	AIS Team Leaders and LAP Team Members
December	Curriculum & Common Core Standards	ESL Teachers and Technology Specialist
January	ESL Strategies within Thematic Units	ESL Teachers
February	Using Technology in the Classroom	Technology Specialist and AIS Team Leaders
March	Writer's Workshop	AIS Team Leaders and LAP Team Members
April	Guided Reading (Instruction & Assessment)	AIS Team Leaders
May	Cooperative Learning Groups using ESL methodologies	ESL Teachers

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 and research-based. Teachers providing instruction to LEP/ELL students attend high quality professional development workshops.

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. ESL teachers participate 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.

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 provider, 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.

Topics, presenters, and tentative dates (first Wednesday of each month) for teachers of ELLs, general education, and special education including paraprofessionals:

Date	Topic	Presenters
November	Differentiating Instruction	AIS Team Leaders and LAP Team Members
December	Curriculum & Common Core Standards	ESL Teachers and Technology Specialist
January	ESL Strategies within Thematic Units	ESL Teachers
February	Using Technology in the Classroom	Technology Specialist and AIS Team Leaders
March	Writer's Workshop	AIS Team Leaders and LAP Team Members
April	Guided Reading (Instruction & Assessment)	AIS Team Leaders
May	Cooperative Learning Groups using ESL methodologies	ESL Teachers
June	NYSESLAT Training	ESL Teachers

In house, 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. Paraprofessionals, secretaries, parent coordinator, and all school teachers participate in PD.

The Chancellor mandates two staff development days: one in the month of November, 2011; the second one in the month of June, 2012. 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 also invited to participate in the professional development institutes that are available from the Office of ELLs for the 2011-12 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

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 and research-based. Teachers providing instruction to LEP/ELL students attend high quality professional development workshops.

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. ESL teachers participate 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.

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 provider, 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.

Topics, presenters, and tentative dates (first Wednesday of each month) for teachers of ELLs, general education, and special education including paraprofessionals:

Date	Topic	Presenters
November	Differentiating Instruction	AIS Team Leaders and LAP Team Members
December	Curriculum & Common Core Standards	ESL Teachers and Technology Specialist
January	ESL Strategies within Thematic Units	ESL Teachers
February	Using Technology in the Classroom	Technology Specialist and AIS Team Leaders
March	Writer's Workshop	AIS Team Leaders and LAP Team Members
April	Guided Reading (Instruction & Assessment)	AIS Team Leaders
May	Cooperative Learning Groups using ESL methodologies	ESL Teachers
June	NYSESLAT Training	ESL Teachers

In house, 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. Paraprofessionals, secretaries, parent coordinator, and all school teachers participate in PD.

The Chancellor mandates two staff development days: one in the month of November, 2011; the second one in the month of June, 2012. 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 also invited to participate in the professional development institutes that are available from the Office of ELLs for the 2011-12 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

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?

Parents are invited to increase their involvement and awareness in the academic activities of their children. Research has shown that strong parental involvement lead to academic success of students, especially ELLs. At PS 138 parents are the main decision-makers, including the process of identifying and placing their children in appropriate programs and services.

The parent coordinators Ms. Drew works with the principal, assistant principals, and the ESL teachers to coordinate school events for ELL parents and deliver information in a timely manner to support the planning and implementing effective parental involvement activities. Oral translators and interpreters provide native language translations services to better assist parents. The HILS survey is instrumental in informing school personnel on how to reach parents.

PS 138 clearly communicate to all parents including those who are limited English proficiency, parents with disabilities, and parents of migratory children, that the NYC public school system values the diversity of languages and cultures in our schools. Parents are informed that language services are provided in nine languages in addition to the in-house translation and interpretation services. Information and resources in the parents' native language reinforces academic achievement and school performance. As mandated by the State Education Department, each spring, ELLs are retested to evaluate their English proficiency using the New York State English as a Second Language Achievement Test (NYSESLAT). PS 138 notify parents of NYSESLAT outcomes and program eligibility before the beginning of the next school year.

The school involves parents with regular two-way and meaningful communication related to student academic learning and other school activities because

- parents play an integral role in assisting their child's learning;
- parents are encouraged to be actively involved in their child's education at school;
- parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

PS 138 provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy workshop, and using technology, as appropriate, and by including these activities in all PTA and School Leadership Team meetings and through regular newsletters and during open school nights.

Parents are encouraged to read with students through a series of activities sponsored by the Parent Association and organized by the Parent Coordinator. Parental Involvement - School Home Reading Program – encourage children to read daily for pleasure, provide parents with a mechanism to monitor their children's reading progress, and to encourage a whole family approach to literacy. Children borrow books from the classroom multicultural/bilingual library or from the local library for home reading.

Reading increases academic achievement in reading, writing, science, math, social studies and other subjects, improve attendance, promote positive student behavior in school, and ensure successful transition and adjustments to new schools (MS/HS). It also advance students' health, nutrition, safety and help attain other important academic or nonacademic goals on the school's agenda for the year.

Parental involvement activities promote and support learning. Parents support their children's learning by:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in the child's classroom.
- 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.

PS 138 collaborate with community based organizations such as Medgar Evers Beacon Program, the Office of Adult and Continuing Education Office, OACE and Brooklyn Central Library. In collaboration with these and other community based organizations the school informs parents of health programs and educational and training opportunities. Parents are invited to attend the evening adult education program offered by the Office of Adult and Continuing Education Office, OACE. The office is located on Nostrand Avenue in the school's

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?

Parents are invited to increase their involvement and awareness in the academic activities of their children. Research has shown that strong parental involvement lead to academic success of students, especially ELLs. At PS 138 parents are the main decision-makers, including the process of identifying and placing their children in appropriate programs and services.

The parent coordinators Ms. Drew works with the principal, assistant principals, and the ESL teachers to coordinate school events for ELL parents and deliver information in a timely manner to support the planning and implementing effective parental involvement activities. Oral translators and interpreters provide native language translations services to better assist parents. The HILS survey is instrumental in informing school personnel on how to reach parents.

PS 138 clearly communicate to all parents including those who are limited English proficiency, parents with disabilities, and parents of migratory children, that the NYC public school system values the diversity of languages and cultures in our schools. Parents are informed that language services are provided in nine languages in addition to the in-house translation and interpretation services. Information and resources in the parents' native language reinforces academic achievement and school performance. As mandated by the State Education Department, each spring, ELLs are retested to evaluate their English proficiency using the New York State English as a Second Language Achievement Test (NYSESLAT). PS 138 notify parents of NYSESLAT outcomes and program eligibility before the beginning of the next school year.

The school involves parents with regular two-way and meaningful communication related to student academic learning and other school activities because

- parents play an integral role in assisting their child's learning;
- parents are encouraged to be actively involved in their child's education at school;
- parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

PS 138 provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy workshop, and using technology, as appropriate, and by including these activities in all PTA and School Leadership Team meetings and through regular newsletters and during open school nights.

Parents are encouraged to read with students through a series of activities sponsored by the Parent Association and organized by the Parent Coordinator. Parental Involvement - School Home Reading Program – encourage children to read daily for pleasure, provide parents with a mechanism to monitor their children's reading progress, and to encourage a whole family approach to literacy. Children borrow books from the classroom multicultural/bilingual library or from the local library for home reading.

Reading increases academic achievement in reading, writing, science, math, social studies and other subjects, improve attendance, promote positive student behavior in school, and ensure successful transition and adjustments to new schools (MS/HS). It also advance students' health, nutrition, safety and help attain other important academic or nonacademic goals on the school's agenda for the year.

Parental involvement activities promote and support learning. Parents support their children's learning by:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in the child's classroom.
- 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.

PS 138 collaborate with community based organizations such as Medgar Evers Beacon Program, the Office of Adult and Continuing Education Office, OACE and Brooklyn Central Library. In collaboration with these and other community based organizations the school informs parents of health programs and educational and training opportunities. Parents are invited to attend the evening adult education program offered by the Office of Adult and Continuing Education Office, OACE. The office is located on Nostrand Avenue in the school's vicinity. The office of OACE offer offers free ESL classes and vocational instruction to adults. Brooklyn Central Library is a major

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	11	5	12	7	1	5	5	4	10					60
Intermediate(I)		1	2	3	5	1	3	2	1					18
Advanced (A)			1	1	3	2	2							9
Total	11	6	15	11	9	8	10	6	11	0	0	0	0	87

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	2	2		10
4	1	1	1		3
5	3	1	1		5
6	2	1			3
7	4				4
8		2			2
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	2		5		5				12
4	2		2		1				5

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

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

Native Language Tests

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

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

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

ECLAS-2, SCANTRON, and DRA are the assessment tools administered to ELLs. The assessment tools evaluate students' early literacy skills. The data provides insights into students' progress in four key areas of early literacy: comprehension, phonological awareness, alphabetic principle, and concepts about print. Fountas and Pinnell assessments are used to determine students' reading fluency and comprehension level. The assessment data is used to drive instruction and establish students' grouping for differentiated instruction.

The 2011 NYSELA assessment was administered to 27 English language learners. The assessment performance data indicates that 18% of ELLs met the standards in ELA, 26% of ELLs are approaching the standards in ELA, and 60% of the ELLs did not meet the standards in ELA. The 2011 NYS MATH assessment was administered to 40 English language learners. The assessment performance data indicates that 20% of ELLs met the standards in math, 38% of ELLs are approaching the standards in math, and 38% of the ELLs did not meet the standards in math. The 2011 NYS Science assessment was administered to 4 English language learners in the fourth grade. The assessment performance science data indicates that 25% of ELLs met the standards in science, 25% of ELLs are approaching the standards in science, and 25% of the ELLs did not meet the standards in science.

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.

In 2012, more than 60% of all students scored at the beginning level of language acquisition in both the NYSESLAT and the LAB-R. Many students remained at the same level of language acquisition but scored higher on the scale. The evident that the targeted support providing rigorous core academics, and focusing on 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 proficient on three of the modalities- a remarkable gain. Regardless of the home language, all but three students in grades 1-4 scored at the beginner or intermediate level on the reading and writing modalities and most have three or less years of service, (RYOS).

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: P.S. 138

School DBN: 17K138

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Marie Chuvet-Monchik	Principal		
Dr. Joseph Sealy	Assistant Principal		
Ms. Brenda Drew	Parent Coordinator		
Ms. Zoraida Grafals	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
Ms. Shandalay Tate	Other <u>Pupil Accounting</u>		
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 17K138 **School Name:** P.S. 138

Cluster: Jose Ruiz **Network:** Julia Bove

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

Part A: Needs Assessment Findings

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

P.S. 138 is a multiethnic school nestled in the heart of Crown Heights, Brooklyn. This pre-kindergarten to eighth grade school serves a population of approximately 940 students from culturally and linguistically diverse backgrounds. The current number of LEP parents in our school is around 55 parents. Within 10 days of student enrollment, the ESL teacher reviews the ATS language and geographic document (RPOB) in order to determine the primary language spoken by the parent of each student.

After reviewing the ATS documents, the number of home languages represented in your school community is identified. The following non-English home languages are spoken by parents: Albanian, Arabic, Bengali, French, French Haitian Creole, French, Pushto, Spanish, and Wolof. The staff confirmed the ATS report by reviewing the students' cumulative records. During the admission process, the staff identified the non-English speaking parents.

Table 1 Current language resources available in the school

Teachers	Languages HC=Haitian Creole		Qualifications/Title
Ms. M. Chauvet-Monchik	French, HC	Translator and Oral Interpreter	
Dr. J. Sealy	Spanish	Translator and Oral Interpreter	Assistant Principal
Ms. Z. Grafals	Spanish	Translator/Oral Interpreter	ESL, Teacher
Mr. Ambroise	French, HC	Translator and Oral Interpreter	Teacher
Ms. M. Letang	French, HC	Oral Interpreter	Teacher
Ms. M. Morency-Paul	French, HC	Oral Interpreter	Teacher
Ms. S. Awad	Arabic	Oral Interpreter	Para-professional
Ms. J. Gonzalez	Portuguese, Spanish	Translator/Oral Interpreter	Special Education Teacher
Mr. Verdov	Russian	Translator/Oral Interpreter	Teacher

Throughout the school year, teachers and staff identified non-English speaking parents when they interact with parents via conferences, parent workshops, and/or telephone contact. The teachers and staff worked together to collect the data and compile a list of parents in need of translation services and the languages spoken by the parents.

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

P.S. 138 need translation and oral interpretation services in the following languages: Pushto, Fulani, Wolof, and Arabic. The major findings of the school's written translation and oral interpretation needs will be reported to the school community in an official memorandum. Therefore the school needs to disseminate a number of documents in the above mention languages that require translation.

Part B: Strategies and Activities

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

The school will translate documents in the following languages: Albanian, Arabic, Bengali, French, French Haitian Creole, French, Pushto, Spanish, and Wolof. Some translation services will be provided by the Department of Education Translation's & Interpretation Unit. The following documents will be translated: school letters, flyers, permission slips, notices, parent handbook and consent forms.

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

There is an urgent need for oral interpretation services in four languages: Albanian, Arabic, Pushto, and Wolf. The four languages represent the majority of families with a non-English home language. Spanish, Haitian Creole, and French oral interpretation services can be provided by the school staff members. An outside contractor will be hired for additional oral interpretation services.

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

P.S. 138 will fulfill Section VII of Chancellor's Regulations A-663 regarding parent notification requirements for translation and interpretation by following the guidelines stated in the regulations. We will provide translation and interpretation services to parents who require language assistance in order to communicate effectively with the school. The oral and/or written language assistance will be provided in a timely manner. Letters and documents will be emailed to the Translation Unit at least seven days prior to the school's distribution date.

Interpretation services will be provided by the NYCDOE contracted vendor, Legal Interpretation Services (LIS). The interpretation services will be scheduled for four parent-teacher conferences. LIS will also be contracted for oral interpretation services during IEP meetings. Over-the-phone interpretation service will provide the school staff with the ability to communicate with a non-English speaking parent with the assistance of an interpreter over the phone.

P.S. 138 will update the multilingual information signs by posting new signs near the primary school entrance and in the main office. The "Notice for Parents Regarding Language Assistance Services" will be posted at the main entrance.

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Title III Program

Limited English proficient and English language learner (LEP/ELL) receive explicit direct and systematic curriculum and instruction aligned with State and NYC standards in the essential components of reading, writing, listening and speaking. This is addressed with the New York State English as a Second Language Learning Standards - a document which represents an alignment of the New York State English language arts standards. LEP/ELLs at PS 138 are provided opportunities to achieve the same educational goals and standards as the general student population as mandated under the CR Part 154. Instruction for ELLs is aligned to NYS standards and assessment.

Title III Rationale. The Title III AM Literacy and Family Literacy through the Arts Academy is a locally designed program implemented in order to enhance the existing language instruction and academic content instruction programs. Balanced literacy and second language acquisition (SLA) methodologies are used to develop the students' skills in listening, speaking, reading, and writing. This intensive instructional approach strives to develop the linguistic and literacy skills of students by incorporating a number of activities, such as read-aloud, shared reading, guided reading, interactive reading, phonics, writing mechanics, shared writing, modeled writing, and independent writing. In addition, students are engaged in standard-based activities in order to build upon their social, academic, and cultural experiences. Students at different levels of language acquisition work together in groups. In this cooperative learning setting, not only is the group assessed as a whole, but students are also individually accountable for their work.

The Title III AM Literacy and Family Literacy through the Arts Academy supplement the balanced literacy program and the workshop model being implement for instruction of all English Language Learners. Instruction is aligned with to the New York State ESL and ELA standards and with the comprehensive core curriculum in mathematics and literacy. Our program goals are as follows:

- To introduce students and parents to the rich resources of the city's cultural institutions
- To provide ELL students with the opportunity to learn about art and culture as represented in museum collections—interpreting museum objects, exploring collections, and creating works of art based on their understanding of the collections.
- To develop student observation skills, critical-thinking skills, and communication skills.
- To build connections between the Family Literacy through the Arts Program and the regular school day through content-rich art activities aligned to the New York State Learning Standards.
- To involve parents in the activities of their children, thereby fostering family environments that support student learning.
- To create materials, curricula, and resources in conjunction with museums and cultural institutions.

The Title III AM Literacy and Family Literacy through the Arts Academy utilizes technology based ESL educational software. The program helps students see, organize, and develop their ideas. Using the principle of visual learning, students build confidence in creating stories, understanding concepts, and

Part B: Direct Instruction Supplemental Program Information

expressing their thoughts. A software program, The Young Writer's Workshop helps students to develop their writing styles in four different languages. The goal of the software, and the literacy program, is to enable students to successfully complete activities, build their self-esteem, and nurture student self confidence as readers and learners through interactive art, writing, and reading activities. This program is designed to equip each student with the academic and social tools needed to become life long learners and to master grade –level content knowledge.

The program's focus will be the incorporation of the arts as a vehicle for increasing student understanding and comprehension. This interdisciplinary, standard-based approach will enable the students to meet the performance standards and succeed on the NYS and NYC standardized assessments. The program also helps LEP/ELLs to develop English literacy, academic language acquisition, and a deepened appreciation of the different art forms and artistic literacy.

The program combines visits to the museum's galleries, professional development workshops, periodic assessments, and collaborative planning between teachers and museum educators. A partnership between our school and various local cultural institutions in the community is established. Within the framework of this partnership, the school administration and the ESL teachers work together to design and implement a curriculum which helps to ensure that LEP/ELLs attain high levels academic English and successfully complete the same challenging State academic content and student academic achievement standards as all children are expected to meet. In this program, LEP/ELLs study classical art, and classical artists including Leonardo da Vinci, Claude Monet, and Vincent Van Gogh. Students will create their own paintings and drawings based on their own interpretations. Students will demonstrate academic rigor by completing multi-step activities.

Subgroups, Schedule and Duration. The Title III AM Literacy and Family Literacy through the Arts Academy is implemented for seven months beginning in November 2011 and ending in June 2012. All classes are taught in English utilizing ESL methodology. Two distinct classes of LEP/ELLs are formed one class for students in elementary school in grades 1-5 and a second class of students in middle school in grades 6-8 participate in the program. Parents participate along side their children. The parents and students meet for and an hour Monday-Friday from 7:30AM to 8:30 AM. After eight hours of classroom instruction, the classes participate on field trips to one of the following cultural institutions: The Brooklyn Children Museum, The Museum of Arts, MoMa, The Brooklyn Central Library, or The Brower Library—in order to support classroom instruction.

For students in middle school, The Title III AM Literacy and Family Literacy through the Arts Academy for grades 6-8 is designed to address the students' academic needs and prepare them for grade level instruction. A certified ESL teacher provides language development instruction in English using ESL methodology. Students participate in an extensive ELA component that uses the writing process to generate writing portfolios, promotional folders and exit projects. Students read high-interest books in order to develop their reading comprehension. Interactive technology is used throughout the program in order to develop and deepen the levels of the students' overall academic skills. Utilizing an interactive smartboard the ESL teacher presents and model academic lessons throughout the content area curriculum to middle school ELLs. The smartboard provide opportunities for students to work cooperatively as they engage in inquiry based projects. Researcher Dr. Mary Ann Bell states that utilizing an interactive smartboard during instruction improves student learning. Bell asserts that smartboard use during instruction accommodates the varied learning styles of the students. The interactive smartboard is an excellent tool for constructivist ESL educators. Author David Johassen coined the word "mindtool" to describe devices or applications which encourages critical thinking in students. Attributes of mindtools include ease of use, group interaction, and a ready availability of software. Technology is a

Part B: Direct Instruction Supplemental Program Information

“kid magnet”; it draws the students into the lesson and promotes learning through critical thinking and analysis.

Certified Teachers. Two fully certified teachers Ms. Charles and Ms. Grafals, hold appropriate TESOL licenses and will implement The Title III AM Literacy and Family Literacy through the Arts Academy to LEP/ELLs utilizing SLA methodology.

Materials. The program provides LEP/ELLs with high quality art literacy instruction by incorporating the visual arts, music, and performing arts. Students read high-interest books in order to develop their reading comprehension skills. Students utilize a variety of consumable art materials such as crayons, color pencils, water colors, art paper, and scissors among other art materials. After cultural literacy exposure, students are encourage and given the opportunity for self-expression after being exposed to a range of in class and local cultural events and venues. Other materials needed to implement the program are big books, chapter books, easel, teacher’s guides, computer ink, folders, and a projector.

Part C: Professional Development

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

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Professional Development Program – Professional development for the two ESL teachers responsible for the delivery of instruction and services to limited English proficient students are described below.

Rationale. Professional Development is crucial to build upon the knowledge and skills of LEP/ELLs teachers. Teachers in charge of LEP/ELL participate in quality instructional professional development sessions. Professional development foster high-quality teaching to ESL teachers whom provide services to LEP/ELL in general and special need classes.

Teachers to receive training. The two ESL teachers participate in professional development. Training is provided by the current art teacher at PS 138.

Schedule and duration. There will be ongoing professional development planning with the school administration, the art teacher, the ESL teachers and other school based personnel. The trained presenter, Ms. Brutus, is an experienced certified art teacher with extensive experience in art curriculum. The art trainer provides three after-school instructional professional development sessions for the ESL teachers involved in the Title III program. PD takes place on the first Wednesday in November, February, and April from at 3:30-4:30 PM.

Topics to be Covered.

Part C: Professional Development

Session 1: Teaching and Learning in the Arts-Developing Art Literacy

November 2011

Session 2: Teaching and Learning in the Arts- Employing Multi-sensory Strategies February 2012

Session 3: Teaching and Learning in the Arts- The English Language Learner in the Art Class April 2012

Part D: Parental Engagement Activities

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

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

Begin description here: Parental Involvement

Rationale. Parents are invited to participate in The Title III AM Literacy and Family Literacy through the Arts Academy. Research shows that when parents become involved in the educational system, it creates and maintains a higher degree of motivation for learning, and thus academic achievement. Many families have recently arrived in the country. The Title III AM Literacy and Family Literacy through the Arts Academy introduces parents and their children to the rich resources of the city’s museums and cultural institutions. Involving parents in the activities of their children creates family environments which in turn enhances student learning. Children learn from interactive activities and along side their parents. Parents have access to internet accessible computers and will have the opportunity to use the computers to conduct research and to find general information in order to help their children successfully complete their school work. One of the ESL teachers has intense experience working with adults English language learners in her capacity teaching evening ESL classes offered by the Office of Adult and Continuing Education.

A parent’s role as a teacher is a continual process, the more parents learn, the more they are able to help their child learn. In addition, parents will join in classroom activities including reading books to the students, preparing materials and crafts for classroom activities, assisting students with painting and drawing materials, and visiting museums, and other cultural institutions. Parents will help create and implement the culminating activity. They will develop the literacy and art gallery where the students’ best writings, paintings, and drawings will be displayed for the enjoyment of the entire school community.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries		

Part E: Budget

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

Allocation Amount: \$

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