



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME:

DBN (DISTRICT/ BOROUGH/ 17/ K/ PS 138

PRINCIPAL: MARIE B. CHAUVET- MONCHIK

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SUPERINTENDENT: BUFFIE SIMMONS

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
Marie B. Chauvet-Monchik	*Principal or Designee	
Hamesh Massay	*UFT Chapter Leader or Designee	
Julia Alexander-De Foe	*PA/PTA President or Designated Co-President	
Cordelia Alexander	DC 37 Representative, if applicable	
None	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Maxine Seales	CBO Representative, if applicable	
Betty Pender	Member/ Parent	
Latoya Leopold Albert	Member/ Parent	
Saundra Barr	Member/ Parent	
Deborah Mohabire	Member/ Parent	
Jovan Mc Clean	Member/ Staff	
Chris Dakos	Member/ Staff	
Joseph Sealy	Member/ Staff	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- By June 2013, there will be a 5 to 10 % increase in the number of students scoring on or above grade level as measured by both formative & summative assessments including the NYS ELA and mathematical assessments.

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.
 - The percentage of students scoring at level 4 on the NYS report card is less than 5% for both ELA & Math
 - The early grade progress metric on the 2011-12 Progress report evidenced that early childhood students are scoring at the low end of their peer group
 - There is a need for teacher articulation between early elementary, upper elementary & middle school to further support the 2012-13 CIE.

Describe your plan for meeting your goal, including staffing, scheduling and funding

- strategies/activities that encompass the needs of identified student subgroups,
- key personnel and other resources used to implement these strategies/activities,
- steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- Timeline for implementation.

a) Activity: Teaming of grade teachers

Strategy & Activity:

- Grade leaders and coaches will work weekly, collaboratively before and after school, planning and assessing instructional best practices to support teacher team meetings & inquiry study.
- In addition, teacher teams will meet during weekly common planning time according to grade levels and content areas.

Key Personnel: All teachers, leadership & the CFN network

Timeline: September 2012- June 2013

b) Activity: Curriculum Support

Strategy & Activity:

- Provide on-going professional support for teachers to Integrate UDL practices, the Danielson framework, CCSS and Conditions for Learning

across all grades and curriculum areas by grade leaders, leadership & CFN network support.

- Teachers will implement the practice of study groups for special education teachers in various content areas, including curriculum alignment, SESIS, data-folio, UDL, ITI, and using individual data to address students' needs.
- Goldmansour and Rutherford will provide professional development for ESL teaching strategies to accommodate ELL's learning styles and language acquisition and assimilation strategies.
- Provide and implement school wide professional development in the area of Gifted Education to bolster participation in our Jean Pierre Louis Academy for enriched learning

Key Personnel: All teachers, Leadership & the CFN network

Timeline: September 2012- June 2013

c) Activity: Collaborative Inquiry

Strategy & Activity:

- Provide professional support for teachers, coaches, and the Inquiry teams to compile and utilize data to drive instruction and enhance teaching methodology.
- Inquiry teams will be created based upon grade, contents, and academies.
- The lead instructional specialist from the CFN network will support literacy & G&T, special education and mathematics two times per month.
- Veteran teachers, and the literacy coach will provide support on the collaborative inquiry process for newly hired teachers. The veteran teachers & coaches will support these new teachers through helping them with planning, demonstrating lessons, and discussing and developing instructional plans together to meet the needs of all learners throughout the school year.

Key Personnel: All teachers, leadership, CFN network

Timeline: September 2012- June 2013

d) Activity: Support career & college readiness

Strategy & Activity:

- Purchase a college preparatory program for middle school students.
- Provide on-going assembly programs for middle school students through Columbia University & SITE

Key Personnel: All middle school teachers

Timeline: September 2012- June 2013

Strategies to increase parental involvement

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

Budget and resources alignment

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

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

K-8 Grade leaders (one per grade level) will meet weekly before and after school to support curriculum (9 teachers X 1 time per week for 1 hour)

The CFN network provides weekly professional support for teachers

Middle school preparatory program through Kaplan for all middle school students

Professional development Goldmansour and Rutherford (Race to the Top Funding)

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

- By June 2013, all teachers will receive support in cross curricula pedagogy with an emphasis on literacy, math, science, social studies, and the arts evidenced through frequent cycles of observation and measured by multiple means of student assessment data.

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.
 - The percentage of students scoring at level 4 on the NYS report card is less than 5% for both ELA & Math
 - The early grade progress metric on the 2011-12 Progress report evidenced that early childhood students are scoring at the low end of their peer group
 - There is a need for teacher articulation between early elementary, upper elementary & middle school to further support the 2012-13 CIE.
 - Frequent cycle observation data evidences a need for support with the Danielson Framework

Instructional strategies/activities

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

- a) strategies/activities that encompass the needs of identified student subgroups,
- b) key personnel and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) timeline for implementation.

Strategies/activities that encompass the needs of identified student subgroups,

Activity - Curriculum Support

- Teachers will explore the CCSS bundles from the web site and download the task bundles to use them with their classes. They then can adjust the information to fit their students' needs if necessary using UDL and DOK strategies. They adjust the curriculum according to students' abilities while differentiating instruction.
- Administration will perform frequent observational walkthroughs utilizing the Danielson Rubric to verify the implementation of the CCSS bundles and the actionable feedback from the Danielson Framework.

Activity - Collaborative Inquiry

- Grade Level Inquiry Teams will create units of study and the lessons that support them, from the curriculum bundles in literacy and in math; while using the content of science and social studies as the base for the shifts the CCLS call for.
- During common planning time teachers will continue to meet to develop their own rigorous CCLS aligned curriculum maps incorporating the CCLS Performance tasks/bundles
- Engaging in ongoing focus groups (school wide) to study the latest research based studies on accelerated learning, in order to plan and tailor their instruction.

Activity - Gifted and Talented Support

- Attend course during the summer and the current school year, in gifted education, in order to extend the knowledge-base of accelerated learning and teaching.
- Foster a culture which celebrates learning through student accomplishment—and which recruits more students into the accelerated program – our Jean Pierre Louis Academy for enriched learning
- Schedule a debating team, after school, for middle school students.

Activity - Social and Emotional Health/Self Esteem Support

- To address student’s social emotional health/self esteem Physical Ed teacher as well as other interested staff will facilitate organizing athletic intramural teams: boys’ soccer team, boys’ basketball team, girls’ basketball team, and girls’ stepping team.
- The Art teacher as well as other interested staff will assist in organize a visual arts club, which will allow students to enhance their artistic abilities and create historically based musicals as well as other works of art.

Key personnel and other resources used to implement these strategies/activities

- All involved teachers and administrators
- Purchase technological equipment: laptops, smart boards, desktop computers, I-pads and software to supplement present instructional resources.

Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

- Grade level inquiry teams will analyze formative and summative CCLS aligned Performance Task data from BOY, MOY and EOY as well as other City and State assessments to evaluate the effectiveness of the activities and strategies embedded in the Units of study to determine gaps and modify instruction utilizing UDL and DOK
- Teachers will participate in inquiry teams both vertically by grades and horizontally by department to articulate gaps and trends in student performance and brainstorm/problem for solve solutions.

Timeline for implementation:

- Ongoing from September 2012 – June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - Parent Coordinator will 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.
 - **The School will:**
 - provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology
 - provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children
 - foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
 - provide assistance to parents in understanding City, State and Federal standards and assessments;
 - share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
 - provide 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

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

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

- Purchase of technological equipment: laptops, smart boards, desktop computers, I-pads and software to supplement present instructional resources.
- 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 give support in creating a safe environment for a teaching and learning community.
- The school purchased materials in order to support violence prevention, nutrition, and temporary housing.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

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

- **By June 2013 students with an IEP will show a 5%-10% increase in their performance on ELA and Math assessments as evidenced by a variety of assessment measures including; Acuity assessment, Performance Task measures formative and summative**

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.
 - The 2011-2012 Progress Reports shows that 17K138 received a score of 4.8, out of a possible 17 credits for closing the achievement gap

Instructional strategies/activities

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

Strategies/activities that encompass the needs of identified student subgroups

Administrators and Lead Teachers will;

- Provide professional development for the Inquiry Team in the following areas: ARIS, Acuity, Scantron, and data driven instruction.
- Create inquiry spaces for all inquiry teams.
- Lead teachers will upload teachers' attendance, agendas, comment, in inquiry space.
- Provide additional technology support for special education classes in order to address students' needs.
- Purchase research based programs to support special needs classes and students who need tier I and tier II interventions.
- Provide professional development pertaining to differentiated instructional strategies and tier intervention strategies as indicated in RTI.

Teachers will;

- implement instructional best practice strategies in the classrooms while using the content to drive literacy instruction

- create an environment of respect and rapport, establish a culture of learning where students take responsibilities for their learning and are excited about acquiring new knowledge.
- plan effectively as measured and evidenced by Danielson rubric
- utilize Data-folios to monitor students' performance and to compare data over extended periods of time in order to re-address students' needs for academic improvement. Fully implement the new Special education initiative for all Kindergarten and sixth grade students.
- Fully implement the new special education initiative this school year.
- Provide flexible program to IEP students in self contained classes based on their areas of strength.

- **Students will** meet with their teachers in the morning upon arriving to school then they will be assigned to other classes based on their individual needs at the conclusion of second period.

- **Service providers, and other pedagogical members** will develop data-folios for individual students. The documents contained in the data-folios are to include; performance in literacy, math, science, and social studies, art and other subjects, evidence of students' performance including ARIS, Scantron, teacher made tests and other data.

- **Inquiry Team** will select students for after school programs and 37 ½ minutes based on recommendations of/or in agreement with regular classroom teacher with a greater emphasis on needs of bottom third and students on or above grade level.

Key personnel and other resources used to implement these strategies/activities

- Administrators, Lead Teachers and all involved teachers
- Purchase of a research Based Program to support Tier I and Tier II intervention

Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- The Inquiry Team will analyze data from; ARIS, Acuity, Scantron, and CCLS aligned Performance Tasks to determine recommendation accuracy of select students for the after school program
- The Inquiry Team will assist teachers in selecting an appropriate research based program to support special needs classes and students who need tier I and tier II interventions.
- Data-folios will be analyzed for student growth over time, exposing gaps in student understanding and determining the path for academic improvement

Timeline for implementation:

- Ongoing from September 2012 – June 2013

Strategies to increase parental involvement

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

- 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.

Budget and resources alignment

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

Tax	Title	Title			
<u> X </u> Levy	<u> X </u> Title I	_____ IIA	_____ III	_____ Grants	_____ Other

If other is selected describe here:

Service and program coordination

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

P.S. 138 will use the allocations for;

- The Inquiry Team, the data specialist, and the Title I 5% highly qualified money to conduct inquiry and professional development activities
- Purchase of a research based program to support special needs classes and students who need tier I and tier II interventions
- In addition, staff from CFN 602 and Tweed will also provide professional development to staff.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

By June 2013, there will be a 5 to 10% increase in the number of ELL students scoring on or above grade level as measured by the NYSLA as well as mathematical assessments, the Acuity assessment, Scantron Assessment System CCLS aligned Performance Tasks.

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.

- NYS Accountability Report 2011-2012 shows that ELL students did not meet annual AYP in Math.

Instructional strategies/activities

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

Strategies/activities that encompass the needs of identified student subgroups,

Administrators will;

- Enable grade leaders and coaches to work collaboratively before and after school, planning, and assessing instructional best practices.
- Provide weekly common planning time for teachers to meet and plan throughout the school year according to grade levels and content areas.
- Use content area focus groups to enhance teacher knowledge in math, science, social studies, English language arts, technology, physical education, health, and arts and integrate the contents in literacy and math.
- Encourage the practice of study groups for special education teachers in various content areas, including: curriculum alignment, SESIS, data-folio, UDL, ITI, ELL's learning styles and language acquisition and assimilation strategies.
- Utilize Lead Instructional Specialist for literacy, gifted and talented, special education and mathematics, from DVN 602, to offer ongoing professional development to all teachers, in the content areas twice a month.
- Provide mentoring sessions using veteran teachers and the literacy coach to mentor newly hired teachers—helping them with planning,

demonstrating lesson, and discussing and developing instructional plans together to meet the needs of all learners throughout the school year.

- Foster the ability for teachers to use effective techniques and best practice strategies such as Universal Designed Learning and Depth of Knowledge.
- Train teachers in the CCSS standards in literacy and math.

Teachers will;

- Tailor curriculum alignment to foster differentiated instruction through UDL, differentiated instruction ad practices for students with diverse needs.
- Engage in continual professional development though the initiative of CFN 602, Columbia University, SITE, CSA, Literacy ambassadors, Mathematics ambassadors, and other development organizations.
- Will turnkey information from CFN 602 Math and ELA Ambassador PD regarding the CCLS Performance tasks, curriculum mapping and best practices
- Will provide support for implementing Differentiated Instruction both vertically and horizontally as per protocols of ITI and UDL while addressing students’ diverse learning styles, academic needs, and interests.

Key personnel and other resources used to implement these strategies/activities

- Administrative staff
- CFN 602
- Lead Ell Teacher
- Math Coach and Literacy Coach
- Lead Instructional Specialist
- Veteran Teachers

Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

- Allow teachers, coaches, and the Inquiry Teams the opportunity to compile and utilize data to drive instruction and enhance teaching methodology

Timeline for implementation

- Ongoing from September 2012 – June 2013

Strategies to increase parental involvement

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

- 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;

Budget and resources alignment

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

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

	Tax		Title		Title						
<u> X </u>	Levy	<u> X </u>	Title I	<u> </u>	IIA	<u> X </u>	III	<u> X </u>	Grants	<u> </u>	Other

If other is selected describe here:

Service and program coordination

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

- In addition to the instructional practices occurring on a daily basis, the school extends its vision by working closely with the community based 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 Ever's learning center/Beacon Program provide homework assistance for students as well as extra-curricular activities, to prepare them to meet or exceed state standards. Included in these activities are at-risk counseling, 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.
- 21st Century grant will be utilized to address the needs of students in the areas of social and academic acceleration.
- The 21st Century 21 program provides accelerated programs preparing students in the areas of Regents-Math, Regents-Biology, Earth science, and preparatory tutorials for Specialized High School.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

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,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.

Strategies to increase parental involvement

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

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

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

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Balanced literacy, Mondo library, Academic workout, SRA, Common Core curriculum, Soar to Success, Great Leaps, The Source Book, and Write Source Series	Whole class, small group, differentiated, and one-on-one.,	Regular school hours, before and after school, and Saturday Academy, 9:00am—12:00pm
Mathematics	Balanced Math, Everyday math, Impact math, and Math Advantage (supplemental	Whole class, small group, differentiated, one-on-one	Regular school hours, before and after school, and during Saturday Academy, from 9:00—12:00pm
Science	Not Applicable	Not Applicable	Not Applicable
Social Studies	Not Applicable	Not Applicable	Not Applicable
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling—small group, and individual—for mandated and nonmandated students	Push in and pull out for academic intervention as per social academic and emotional needs	During the regular school day

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

The school will continue to encourage and support, through job embedded in-service professional development, in all subject areas across the curriculum, and ongoing study groups pertaining to the needs and request of all teaching faculty, so as to enhance instructional practices so that student social and emotional academic needs be addressed and their performance maximized. In addition, teachers will be supported in planning, implementing, and revising various units of study to acknowledge the protocols of “looking at student work,” to revisit and adjust practices through a variety of fix-up strategies. Ongoing formal and informal observations, walk-throughs, inter-visitations, and intra-visitations followed by immediate feedback will be used to examine and access latest best practices to improve teaching and learning, so that all students will meet and / or exceed state standards, as per the new CCLS.

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

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

- e) providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- f) 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;
- g) fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- h) providing assistance to parents in understanding City, State and Federal standards and assessments;
- i) sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- j) 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.

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

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



Title III LEP Plan Review Form 2012-13

Senior ELL CPS/Reviewer: Olga Mejia Glenn

Borough: Brooklyn District: 17 School Number: 138 School Name: P. S. 138K

Cluster Leader: Jose Ruiz Network Leader: Julia Bove Title I Schoolwide Plan (Conceptual Consolidation?) no

Intent and Purpose	Was there evidence of this intent/purpose?	
	YES	NO
Title III supplemental services for ELLs Direct instruction and direct supplemental services should be provided for: before/afterschool and Saturday programs, reduced class-size, and/or push-in services. These services are beyond the mandated units of service as per CR Part 154.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
Professional Development High quality professional development that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms."	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
Parent Activities	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
Budget	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> NA (Title I SWP)	<input type="checkbox"/> No <input type="checkbox"/> NA (Title I SWP) Comments:
Approved? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Date: 12-05-12 Senior ELL CPS: Olga Mejia Glenn Additional Comments: Resubmit oglenn3@schools.nyc.gov at your earliest convenience		

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.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: P. S. 138K	DBN: 17K138
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 95
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 0

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: At P.S. 138, the Title III Supplemental Program for ELLs is a strong student-center program designed to enhance the academic performance of students. Our program supplements mandated instruction for ELLs in general education and special education classes. Students actively attend our before school program, Title III AM Academy. The Title III program enables certified ESL teachers to provide standard-based instruction that addresses each student's academic and linguistic needs. As a student-centered program, instructional services are aligned with students' IEPs and individual data-driven goals with supporting action plans. Last year, instructional services have been revised to incorporate the use of the Common Core Learning Standards and Universe by Design in ESL instruction across the academic curriculum.

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. Students will receive supplementary instruction in the following academic subjects: ELA, math, social studies and science. Students' academic needs will be addressed in order to prepare them for grade level instruction.

Instruction will be driven by formative and summative data. With the support of the 2011- 2012 Title III Grant, our ELLs are making progress on the New York State ELA and New York State Math Assessments. Thirty-two percent of ELLs scored level 3 or 4 on the State assessments. The continued funding of the grant is needed to enhance the students' academic performance. Our teachers will address the academic needs of each student by aligning instruction for ELLs who will take the standardized assessments. Teachers and students will assess academic progress in ELA, math and science by developing data portfolios.

Title III AM Academy will incorporate the RIGOR Program and AWARD Reading Program into the instructional program. The RIGOR Program is designed to SIFE students and ELLs who read below grade level. This program develops students' phonemic awareness, comprehension and vocabulary development. AWARD Reading Online is a research based program that is designed to improve students' fluency and reading comprehension skills. It is a program that actively engages the students

Part B: Direct Instruction Supplemental Program Information

with animated stories. The AWARD program supports the Common Core State Standards. It also has multicultural books that will engage our students.

Parents are a crucial component in the program. Parents are encouraged to attend two parent workshops. The workshop agenda will include the following topics: The Keys to Academic Success through the Common Core Learning Standards, How to Get Involved in the School, and Promotional Requirements.

Subgroups and Grade Levels:

Title III AM Academy will have two classes. One class is designed for elementary school students in grades K-5. The other class is designed for middle school students in grades 6-8. The ELLs population consists of students who are enrolled in general education classes and special education classes. SIFE students (10) and long term ELLs (5) will also participate in the program. There are currently 83 ELLs in grades K-8 of which 12 were recently identified as per the LAB-R hand-score results. An additional 12 former ELLs will be invited to the program for a grand total of 95 ELLs.

Schedule and Duration:

Title III AM Academy will be implemented for seven months beginning in November 2012 and ending in May 2013. Students are scheduled to attend supplementary classes from 7:30 to 8:30. Classes are held Monday to Friday.

Language of Instruction: P.S. 138's Title III AM Academy is conducted in English. Language of instruction is designed to develop language and content knowledge in English.

Certified Teachers:

The Title III AM Academy will be taught by Ms. Charles and Ms. Grafals. Both teachers are certified and possess NYCDOE licenses to teach English as a Second Language. .

Materials:

The program will purchase a comprehensive research based programs AWARD. The program will purchase two document cameras in order to visually engage students in the learning process. It will also purchase multicultural and high-interest books in order to develop students' reading comprehension skills in all content areas. Other materials needed to implement the program are big books, chapter books, easel, teacher's guides, printer ink, folders, and consumables.

Part C: Professional Development

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. Professional development for parents and the two ESL teachers responsible for the instructional delivery 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 and parents. Teachers in charge of LEP/ELL participate in quality instructional professional development sessions to gain understanding of the best instructional strategies for student success and evaluate how that instruction is enhanced through the use and influence of technology. Professional development foster high-quality teaching to ESL teachers whom provide services to LEP/ELL in general and special need classes. Parents and the ESL teachers participate in professional development provided by AWARD Reading Professional Development personnel.

Schedule and duration. There will be professional development planning with the school administration, AWARD Reading personnel, the ESL teachers and other school based personnel. Professional development will take place on the first Wednesday in November, February, and April from at 3:30-4:30 PM.

Topics to be Covered by on-site professional Development

Session 1: Differentiated Instruction and Individual Learning Styles in a Digital Learning Environment

November 2012 (for Teachers)

Session 2: Classroom management in a digital learning environment

February 2013 (for Teachers)

Session 3: Effective Home Instruction Using AWARD Reading Online Services

April 2013 (for teachers and Parents)

AWARD Professional Development will continue offering high-quality, ongoing support and demonstrates the unique benefits through its quality online content.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here: Parental Involvement

Rationale. There are great ways parents can harness education and education technology to stay involved and learn alongside their children. Parents participate in the Title III AM Literacy. 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. Since many families have recently arrived in the country, the Title III AM Literacy introduces parents and their children to the rich resources available to them. Involving parents in the activities of their children creates family environments which in turn enhances student learning. Children learn from interactive activities and alongside 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.

Schedule and duration: PS 138 values the diversity of languages and cultures they bring to our school and communicates with all parents of those students in the Title III AM Literacy program. Parents will be informed and receive timely communication from November 2012 to May 2013. Parents will receive written notifications on the first week of each month.

Topics. Information and resources in the parents' native language reinforces academic achievement and school performance. Parents are provided translation services in nine languages in addition to the in-house translation and interpretation services. Topics will include (1) The Keys to Academic Success through the Common Core Learning Standards (December, 2012), (2) How to Get Involved in School (February 2013), and (3) Promotional Requirements (April 2013). A luncheon award ceremony will be the culminating activity for the Title III AM Literacy program (May, 2013).

Providers and Notification. The Principal, the ESL teachers and parent coordinators Ms. Drew coordinate and maintain parents informed about the Title III AM Literacy program and other school events. All communication are sent and delivered to parents 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.

Part E: Budget

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

Allocation Amount: \$11200

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