



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** PUBLIC SCHOOL 138 THE CORE KNOWLEDGE/EFFICACY SCHOOL  
**DBN (i.e. 01M001):** 17K138  
**Principal:** MARIE B. CHAUVET-MONCHIK  
**Principal Email:** MCHAUVE@SCHOOLS.NYC.GOV  
**Superintendent:** DR. BUFFIE SIMMONS  
**Network Leader:** JULIA BOVE

**School Leadership Team (SLT) Signature Page**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Marie Chauvet-Monchik	*Principal or Designee	
Hamesh Massay	*UFT Chapter Leader or Designee	
Letisha Cobbs	*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> )	
Maxime Seales	CBO Representative, if applicable	
Kenneth Wright	Member/ Parent	
Cecilia Ellis	Member/ Parent	
Saundar Barr	Member/ Parent	
Angele Hospedales	Member/ Parent	
Wilhelmina Early	Member/ Staff	
James Pieper	Member/ Staff	
Lewis St Victor	Member/ Staff	
	Member/	

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

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

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

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed

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

## Goal and Action Plan #1

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

### **Annual Goal #1**

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

By June 2014, There will be a 5 to 10 % increase in the number of students scoring on or above grade level as measured by NYS ELA and Mathematical assessments, Baseline assessment in ELA, Math, Science, Social Studies, Scantron Assessment System, and teacher made test. Domain 3 D

### **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 improve teacher effectiveness by developing a shared understanding of instructional excellence as per the CCLS standards and the Danielson Teaching Framework. To enhance pedagogical staff ability to design questioning techniques while promoting students' higher thinking skills, Domain, 1 and 4

### **Instructional Strategies/Activities**

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

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

##### **.1. Collaborative Teams:**

- *(Domain 4 D) To instruct grade leaders and other teachers to work collaboratively before and after school, planning and assessing instructional best practices. They will develop effective questioning techniques in Domain 3c in the Danielson teaching framework .*
- *(Domain 4 D) To provide weekly common planning time for teachers to meet and plan throughout the school year according to grade levels and content areas. They will develop instructional bundles in literacy, Math , Social studies and science*
- *( Domain 3C) Initiate a school wide focus group to read and discuss The Art of Questioning: An Introduction to Critical Thinking by Daniel Flage to enhance teachers questioning techniques.*
- *(Domain 1A, 4D))To encourage the practice of study groups for all pedagogical staff in various content areas, including: curriculum alignment, using individual data to address students' needs.*

##### **2. Professional Development:**

- *(Domain4 D)To provide professional development for ESL teaching strategies to accommodate ELL's learning styles and language acquisition and assimilation strategies.*
- *(Domain 1 A, 4D)To 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. Content are teachers will be involved in continuous training in curriculum integration so that they become knowledgeable in implementing the Danielson teaching framework.*
- *(Domain 4E)To utilize Lead Instructional Specialist for literacy, special education and mathematics, from CFN 602, to offer ongoing professional development to all of PS 138's teachers in the content areas twice a month.*
- *(Domain 4E)To provide mentoring sessions using veteran teachers, to mentor newly hired teachers-helping them with planning, demonstrating lessons, and*

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

- *(Domain 4E) To engage in continual professional development through the initiative of CFN 602, Columbia University, STEM, CSA, Literacy ambassadors, Mathematics ambassadors and other professional development organizations.*

### **3. Data**

- *(Domain 1F, 4D) To allow teachers, supervisors, and the Inquiry Teams the opportunity to compile and utilize data to drive instruction and enhance teaching methodology and create inquiry teams based on grade, contents, and academies.*

### **4. Instructional Access for all students:**

- *(.Domain 1E) To tailor curriculum alignment to foster differentiated instruction through UDL, and the utilization of scientific research based practices for students with diverse needs.*
- *Teachers will use effective techniques such as The Danielson teaching frame work, Universal Designed Learning, Depth of Knowledge, Blooms Taxonomy, and the Conditions for Learning as teaching and learning strategies.*
- *Teachers are trained in the in the Danielson frame teaching work, CCSS standards in literacy, math, ITI, and Curriculum. PS138's entire instructional community has read Differentiate Instruction.*
- *Teachers will use ITI as well as UDL while addressing students' diverse learning styles.*

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

### **1. Collaborative Teams:**

- Grade Leaders, teachers, Coaches, Administration

### **2. Professional Development:**

- Teachers are being trained by: the Principal, Assistant Principals,
- The Math coach will strategically trained teachers in effective instructional implementation in GO math, CMP3
- Literacy Specialist/Testing administrator provides effective strategies to implement Ready Gen and Code X.
- ESL teacher trains all pedagogical staff in effective instructional strategies to properly address the needs of Ells students.
- CFN Support Specialist in: Special Education, ELA, Math, Technology, ELLs specialist,
- Medgar Evers College Science Department, Columbia University,
- Pearson Learning Instructional Specialist for Ready gen and CMP3,
- Houghton Muffin Instructional Specialist for go Math,
- Scholastic corporation Instructional Specialist for Code X,
- ELI form CSA
- State training for STEM math And Science

### **3. Data:**

- Administration, Coaches, Grade Level Inquiry Teams

### **4. Instructional Access for all students:**

- Teachers, Coaches, Sp Ed teachers, ELL Specialist,

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

1. **Collaborative Teams:**
  - Discussion groups through collaboration, eagerness to share information.
  - Teacher teams presenting workshops and planning together.
2. **Professional Development:**
  - Teachers creating bundles for instructional practices.
3. **Data:**
  - Teachers using the Danielson teaching framework specially Domain 3c, 3 d and 3 e.
  - Teachers will be evaluated through frequent observations.
4. **Instructional Access for all students**
  - Focus during Walk-through/short cycles of observation

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

1. These activities will be taking place between September 2012 to June 2014
2. These activities will be taking place between September 2012 to June 2014
3. These activities will be taking place between September 2012 to June 2014
4. These activities will be taking place between September 2012 to June 2014

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

1. Teachers have be compensated to stay after school or before school.
2. The budget is very limited, there is very little room to pay substitute teacher or pay teachers per session or training rate scheduling during common planning time will assist with PD roll out.
3. No cost part of the scheduled activities
4. No cost we already have the materials for this activity

**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).

- **Create parent/teacher partnerships through on-going, purposeful, and accountable 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.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										

**Goal and Action Plan #2**

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

**Annual Goal #2**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, There will be a 5 to 10 % increase in the number of students scoring on or above grade level as measured by NYS ELA and Mathematical assessments, Baseline assessment in ELA, Math, Science, Social Studies, Scantron Assessment System, and teacher made test

**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 provide effective enrichment instruction for all students to prepare them for college and their future careers. To increase students' knowledge in literacy, math, science and the arts. To provide high school courses to middle school students in order for them to earn up to 6 high school credits before graduating from PS/MS 138.

**Instructional Strategies/Activities**

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

**1. Strategies/activities that encompass the needs of identified subgroups**

**All involved teachers and administrators:**

**1. Curriculum Mapping:**

- Creating new curriculum Units in literacy and in math utilizing Ready Gen and Go Math; while using the content of science and social studies as the base of their curriculum.
- Grade level teams will meet to write their own curriculum while adjusting the curriculum infusing UDL and DOK strategies according to students' abilities.

**2. Professional Development:**

- 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.
- Attend workshops during the summer and throughout the school year during the summer to become knowledgeable and enhance their performance in implementing the Danielson teaching framework, in order to extend the knowledge-base of accelerated learning and teaching.
-

**3. Inquiry Teams:**

- Creating inquiry teams both vertically by grades and horizontally by department.
- Teachers participate in walk through in order to observe best practices in the implementation of the Danielson teaching framework: specially Domain 3-cd and 3 e.
- Teachers Rate themselves and track Danielson trends across the grade, as well as school wide

**4. Strategies to Create Well Rounded Students:**

- Foster a culture which celebrates learning through student accomplishment—and which recruits more students into the accelerated program.
- Purchase technological equipment: laptops, smart boards, desktop computers, I-pads and software to supplement present instructional resources.
- Schedule Regents Biology, earth Science and Math courses after school, for middle school students.
- Organize athletic intramural teams: boys’ soccer team, boys’ basketball team, girls’ basketball team, and girls’ stepping team.
- Organize a visual arts club that allows students to enhance their artistic abilities and create historically based musicals as well as other works of art.
- Collaborate with the Medgar Evers Beacon Program to provide extended instructions afterschool and Saturdays for all students.

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

1. Grade leaders, Teachers, Math and ELA Coaches, SP Teachers, ELL teachers,
2. Network PD, Pearson PD, DOE PD, teachers, Coaches, Administrators
3. Grade Leaders, AIS team, Administration
4. Teaching and administrative staff, parent coordinator, CBO: Medgar Evers Beacon, CFN 602Math Coach, Technology Teacher

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

4. Curriculum units will be reviewed by coaches and administrators each month as they are being updated and prepared
5. Agendas and attendance will be noted and utilization of new strategies will be observed during short cycles of observation
6. Agendas and outcomes will be tracked as well as the utilization of next steps developed by the team
7. Student involvement will be tracked using attendance sheets and activities which would suggest the growth of mastery, i.e. playoffs, art exhibits, performances etc.

**8. Timeline for implementation and completion including start and end dates**

1. These initiatives will be taking place from September 2013 until June 2014.
2. These initiatives will be taking place from September 2013 until June 2014.
3. These initiatives will be taking place from September 2013 until June 2014.
4. These initiatives will be taking place from September 2013 until June 2014.

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

1. Scheduling for common planning time for all grade levels
2. No Cost Central, Network and Pearson PD
3. Scheduling during the school Day for AIS and Grade Level Leaders
4. The school collaborates with Medgar Evers Beacon program to provide accelerated classes for Specialized High school and Regents class. Because of financial restriction. There was additional money allocated to PS 138 do to budget reduction.

**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).

- Teachers wrote introductory letters to their students’ parents intruding themselves and reflecting their expectations for this academic year.
- There was a Back to School night held on September 30· 2013 from 4:00 pm to 6:00 pm.

**Budget and Resource Alignment**

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

X	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
---	----------	---	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

--

### Goal and Action Plan #3

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

#### **Annual Goal #3**

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

By June 2014 75% of teachers will design data driven instruction which will increase students' performance in literacy and math between 5 to 10 % as measured by NYS ELA and Mathematical assessments, Baseline assessment in ELA, Math, Science, Social Studies, Scantron Assessment System, and teacher made test.

#### **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 2012-2013 Progress Report shows that we received 13.9 out of a possible 25 points in student performance and closed the achievement gap for SWD/ELL with 4 out of a possible 17 points. By June 2014, There will be a 5 to 10 % increase in the number of all students scoring on or above grade level as measured by NYS ELA and Mathematical assessments, Baseline assessment in ELA, Math, Science, Social Studies, Scantron Assessment System, and teacher made test.

#### **Instructional Strategies/Activities**

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

##### **1. Strategies/activities that encompass the needs of identified subgroups**

###### **1. Professional Development:**

- Provide professional development for the Teacher Team in the following areas: ARIS, Scantron, using data or flexible grouping.
- Provide additional technology support for classes in order to address students' needs.
- Provide professional development pertaining to differentiated instructional strategies, the art of questioning and tier intervention strategies as indicated in RTI.

###### **2. Inquiry:**

- Create inquiry spaces for all inquiry teams. Lead teachers will upload teachers' attendance, agendas, comment, instructional bundle, in inquiry space.
- Data-folios monitor students' performances to compare data over extended periods of time in order to readdress students' needs for academic improvement.
- Select student for after school programs and 37 ½ minutes based on recommendations of Inquiry Team in agreement with regular classroom teachers.
- Greater emphasis on needs of bottom third and students on or above grade level.
- Teachers using information obtained from assessment to create flexible programming.
- Purchase research based programs to support for all classes while addressing the need of bottom third students who need tier I and tier II interventions.

###### **3. Scheduling:**

- 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.
- Plan effectively, so that, service providers, and other pedagogical members develop data-folios for individual students. This document contains performance in literacy, math, science, and social studies, art and other subjects; it also has evidence on students' performance by including ARIS, Scantron, teacher mad tests and other data

###### **4. Framework for Teacher Effectiveness:**

- Teachers practice and implement instructional best practice strategies in the classrooms while using the new content as measured by Danielson Rubric
- Administrators and Teachers will create an environment of respect ( Domain 2B) and rapport with students.
- Teachers establish a culture of learning where students take responsibilities for their learning and are excited about acquiring new knowledge ( Domain 3 A).
- Administrators will offer short cycles of actionable feedback according to the Danielson Rubric and teachers will utilize video etc in ARIS learn to enhance their practice

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

1. Data Specialist, AIS, SWD and ELL Specialist, Teachers, Administration,
2. Inquiry teams, Lead teachers
3. Aps, SWD & ELL Specialists,
4. Administrators

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

1. Data Specialist, AIS, SWD and ELL Specialist, Teachers, Administration, computers, print outs of student data, short cycles of observation will provide evidence that students are being grouped for a purpose
2. Inquiry agendas, attendance, outcomes and next steps for sessions, tracking the progress of students as next steps are implemented, modified and adjusted according to student need
3. Scheduling will be done by Aps and will be evidence by attendance sheets and data-folios
4. Administrators will track trends and strengths through analysis of Danielson data

**4. Timeline for implementation and completion including start and end dates**

5. September 2013- June 2014
6. September 2013- June 2014
7. September 2013- June 2014
8. September 2013- June 2014

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

1. Data Specialist, AIS, SWD and ELL Specialist, Teachers, Administration- Monthly,
2. Inquiry teams, Lead teachers- Weekly
3. Aps, SWD & ELL Specialists Daily as needed,
4. Administrators

**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 school sent home the assessment calendar for the 2013 and 2014 instructional year.
- School held a Back to School event on September 30, 2013 to discuss for the new year.
- The parent coordinator held parent workshop on how to use ARIS link and Scantron.
- Teacher send progress reports on a monthly basis communicating with about students' performance.

**Budget and Resource Alignment**

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

X	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
---	----------	---	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #4**

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

**Annual Goal #4**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

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

**1. Strategies/activities that encompass the needs of identified subgroups**

1.

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

1.

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

1.

**4. Timeline for implementation and completion including start and end dates**

5.

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

1.

**Strategies to Increase Parental Involvement**

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

**Budget and Resource Alignment**

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

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
----------	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #5**

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

**Annual Goal #5**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

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

**1. Strategies/activities that encompass the needs of identified subgroups**

1.

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

1.

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

1.

**4. Timeline for implementation and completion including start and end dates**

5.

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

1.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent

Involvement Policy (PIP).

***Budget and Resource Alignment***

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

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

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	(Pr-K-5)Ready Gen, Other literacy books based on Fountas and Pinnell,( 6-8)Code X	Tiered One activities which is whole class focusing on data driven instruction. Small group instruction provided by service providers.	Regular school hours. Before school and after school
<b>Mathematics</b>	Go Math, PMP3	Whole class focusing on data driven differentiated instruction, small group instruction and one-to-one	Regular teaching hours, before and after school
<b>Science</b>	Pre-K to 5 Hartcourt Brace, grade6-8 Glencoe Science , McGuire Hill	Not applicable. Science teacher tutor students who don't show progress in science	During teacher preparation time or after school on a voluntary base.
<b>Social Studies</b>	(6-8)Prentice Hall	Social studies teacher integrates social studies with literacy and math when applicable. Students use technology to research different topics in social studies.	During social studies instruction.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Counseling small groups, and individual for mandate and non-mandated students	Push in and pull out for academic intervention as per academic and emotional needs.	During regular school day.

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

A. All elements of the *All Title I Schools* section must be completed\*.

- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
The school plays an active role in teacher development. The school is in collaboration with Medgar Evers college and Brooklyn College to train student teachers. All non tenured teachers are mentored by senior teachers three hours a week. All newly hired teachers meet with their respective Assistant Principals once a week for special planning sessions during their preparation times. Non tenured teachers meet with the principal twice a year to assess the development of their tenure portfolios. Non tenured teachers are frequently observed by their supervisors.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
All teachers and administrators were encouraged to attend Summer professional development base 0n their grade and contents. As a result 75 % of the pedagogical staff attended the series of professional development offered by Ready Gen, Code x, CMP3, Go Math and the new Advanced system. Teachers are empowered by the knowledge that they obtained during the Summer of 2013. They continue to attend additional PD offered by the UFT in the new Danielson teaching framework and other professional development being by other professional institutions such as: Columbia University and Medgar Evers. Teachers are continuously engaged in professional development. The school has a common planning schedule where teachers meet according to their grades or subject. Teachers conducts these common planning meeting. They also use their preparation periods and their lunch to conduct study groups and plan for their classes, The school reflect a professional learning community where students learning is the core focus.

**COMMON PREP SCHEDULE**

Pre-Kindergarten	Wednesday	Period 2
Kindergarten	Tuesday	Period 5
First Grade	Thursday	Period 6
Second Grade	Tuesday	Period 3
Third Grade	Thursday	Period 5
Fourth Grade	Tuesday	Period 6
Fifth Grade	Wednesday	Period 4
Sixth Grade	Monday	Period 6
Seventh Grade	Wednesday	Period 7
Eighth Grade	Thursday	Period 7
JPL	Monday	Period 4
Bottom Third	Friday	Period 4
Science	Thursday	Period 2
Special Education	Friday	Period 2

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Students in temporary housing are serviced through various initiatives: Allocations are set aside to purchase supplies that they need. They received at risk counseling via the guidance counselor and family workers. They also receive addition assistance in math and literacy by literacy and math specialist on a continuous basis.

### **SWP Schools Only**

#### **Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Children go through many transitions throughout their lives, but one of the most important transitions is the one from a Pre-Kindergarten Program to Kindergarten. At P. S. 138, we have initiated the following activities to ensure that the students as well as their parents undergo a smooth transition from one setting to the next,

- Domain 2a and 4d During the Months of May and June, we schedule tours of our onsite kindergarten classrooms. At that time, the students and their teachers visit the classrooms, meet the kindergarten staff and share in a joint class activity (such as a read aloud) with the each kindergarten class. In addition, the students also visit the cafeteria, library, and computer lab.
- Domain 4c Parents are encouraged to attend New York City Department of Education City wide forum on "Moving from Pre-Kindergarten to Kindergarten, which is held 4 times during the year.
- Domain 4c Parents are also encouraged to attend the DOE Pre-K Common Core Foundation, which is held 3 times a year.
- Domain 1b and 4c The family worker and parent coordinator present workshops to familiarize the pre-kindergartener parents with the expectations that their children must meet in order to be successful in kindergarten.
- Domain 4c At the end of the school year, students are given books in a bag centered around transition from Pre-Kindergarten to Kindergarten. Parents are encouraged to read these books over the summer as they begin to prepare their children for kindergarten.

#### **Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

team was assembled for the purpose of deciding on the measures of student learning to be adopted by PS138 K. The team is comprised of 60% teaching staff and 40% administrative staff. 50% of the team was selected by the UFT chair and 50% was selected by the Principal. In July, the MOSL team members attended the ADVANCE training workshop. The workshop provided the team the training necessary to make MOSL selections that were appropriate for PS138K. Upon returning to school in September the MOSL team met and made its decisions on the measures that were adopted for the staff of PS138K. In addition the staff voted to set aside 50 minutes each week for professional development in implementing the Common Core Learning Standards, and the use of assessment data to inform instruction. During the professional development teachers are grouped according to grade levels and work collaboratively to streamline instruction to meet their student's needs and the requirements of the common core.

### **TA Schools Only**

#### **Use of Program Resources**

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

#### **TA Coordination with the Regular Program**

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

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

---

**Parent Involvement Policy (PIP) Template**

**Parents Responsibility**

**The parents agree to support their children/s learning in the following ways:**

- ❖ **Parents will communicate with school staff about their child's educational and social needs**
- ❖ **Parents will volunteer to assist in their child's classroom or become Learning Leaders Volunteers which will allow them to volunteer where ever their assistance is needed**
- ❖ **Parents will make sure homework assignments, projects, etc. are complete**
- ❖ **Parents will attend meetings and workshops to keep informed of educational update**
- ❖ **Parents will monitor attendance**
- ❖ **Parents will monitor amount of television watching and game playing**
- ❖ **Parents will ensure quality family time**
- ❖ **Parents will monitor their child's peer groups**

**P.S. 138 Parent Involvement Policy**

P.S. 138 strives to have an effective relationship with its parents, creating an environment that is positive. This attitude creates positivity throughout the entire school community. The school's policy was designed to keep parents abreast of all activities involving their children educationally and socially. Parents are involved in planning and decision making that supports the education of their children. They actively participate on The School Leadership Team, Parent Association and the Title 1 Parent Committee.

P.S. 138 will support parents and families of Title 1 students by:

- providing communication with school staff about their child's educational and social needs. Parents will have the right to ask for resources that will benefit parents and children
- providing parents with the opportunity to become volunteers to assist in classrooms . This will be done through training from Learning Leaders Volunteers Program which will allow them to volunteer where ever their assistance is needed
- providing parents with a caring and effective home-school partnership to make sure homework assignments, projects, etc. are complete
- provide parents with a schedule of all meetings and workshop dates that will keep them informed of educational updates and social events (understanding City, State and federal standards and assessments; )
- provide parents with the monitoring of attendance
- provide parents with information that will encourage the monitoring of the following:
  1. the amount of television watching and game playing
  2. quality family time spent with the family
  3. their child's peer groups
  4. the sharing of responsibility for improved student achievement

This policy was designed based on the assessment of the needs of all parents/guardians of English Language Learners and students with disabilities. An annual evaluation (school surveys and feedback) will be conducted to design strategies which will be used to improve strategies to effectively meet the needs of parents and enhance the Title 1 program.

The Title 1 Parent Involvement Policy with the consultation of parents of Title 1 participating parents, parent members of the School Leadership Team in order to increase parental involvement and school quality agreed that the school will:

- actively engage parents in the planning, review and evaluation of the effectiveness of the school's Title 1 program as outlined in the Comprehensive Educational Plan
- engage parents in discussion and decisions regarding Title 1 set-aside funds
- Provide school planners/folders for regular written communication between teachers/students and parents in a format and to the extent practicable in the languages that parents can understand.
- ensure that the Title 1 funds are utilized as stated in the PIP and School-Parent Compact
- Maintain a Parent Coordinator to serve as liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who

attend school. The Parent coordinator will maintain a monthly log of events and activities and file a report with the central office

**P.S. 138 will effectively work as one body as a whole (school staff, students, parent and community)**

- ❖ **Parents will share responsibility for improved student achievement**
- ❖ **Parents will ask for resources that will benefit parents and children**

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 1<sup>st</sup> 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**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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 1<sup>st</sup> 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.

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

District <b>17</b>	Borough <b>Brooklyn</b>	School Number <b>138</b>
School Name <b>17K138</b>		

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

Principal <b>Ms. M. Chauvet-Monchik</b>	Assistant Principal <b>Mr. L. St. Victor</b>
Coach	Coach
ESL Teacher <b>Ms. W. Charles</b>	Guidance Counselor <b>Ms. Robinson</b>
Teacher/Subject Area <b>Ms. Y. Mason/ELA &amp; Math</b>	Parent <b>Mr. B. Cayard</b>
Teacher/Subject Area	Parent Coordinator <b>Ms. B. Drew</b>
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>2</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>1</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>660</b>	Total number of ELLs	<b>50</b>	ELLs as share of total student population (%)	<b>7.58%</b>
--	------------	----------------------	-----------	---	--------------

## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Pull-out	1	4	8	5	9	6	4	5	8					50
SELECT ONE														0
<b>Total</b>	<b>1</b>	<b>4</b>	<b>8</b>	<b>5</b>	<b>9</b>	<b>6</b>	<b>4</b>	<b>5</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>50</b>

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	50	Newcomers (ELLs receiving service 0-3 years)	43	ELL Students with Disabilities	7
SIFE	5	ELLs receiving service 4-6 years	7	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	43	5	5	7	0	2		0	0	50
Total	43	5	5	7	0	2	0	0	0	50

Number of ELLs who have an alternate placement paraprofessional: 3

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish			2	2	3	2	2		2					13
Chinese														0
Russian														0
Bengali			1						2					3
Urdu														0
Arabic		3	5	3	3	2		4	3					23
Haitian	1				2	1	1	1						6
French					1									1
Korean														0
Punjabi														0
Polish														0
Albanian							1							1
Other		1				1			1					3
<b>TOTAL</b>	<b>1</b>	<b>4</b>	<b>8</b>	<b>5</b>	<b>9</b>	<b>6</b>	<b>4</b>	<b>5</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>50</b>

## Part III: Assessment Analysis

**Assessment Breakdown**

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1			1	3	3		1	6					15

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)		3	7	3	3	3	1	2	1					23
Advanced (A)		1			2		3	2	1					9
Total	1	4	7	4	8	6	4	5	8	0	0	0	0	47

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	5		2		2				9
4	3		2						5
5	4		1						5
6	2		2		1				5
7	7								7
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			2		3				5
8									0
NYSAA Bilingual (SWD)									0

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

1. ECLAS-2 and DRA are the assessment tools used to assess the early literacy skills of ELLs in grades K through 2nd. The data generated from the ECLAS-2 and DRA clearly identifies the students' phonological awareness, reading level, accuracy, fluency, and comprehension. Teachers use the assessment data to decide how to group students for instruction based on their specific needs in reading engagement, oral reading fluency, and comprehension. The DRA2 assessment is used to assess the early literacy skill for ELLs in grades 4 to 8.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

2. LAB-R scores for the 2012-2013 school year indicate that over 90% of newcomers scored at the beginning level. LAB-R test scores indicate that many newcomers have little command of the English language and require English language instruction. An analysis of the NYSESLAT scores revealed the following data patterns across proficiency levels: 20% of ELLs scored at the beginning level, 50% of ELLs scored at the intermediate level, 20% of ELLs scored at the advanced level and 10% of ELLs scored at the proficient level. The data patterns also revealed that 50% of the students at the beginning level of language acquisition are categorized as SIFE.

The assessment data across grades K and 1 reveal the following patterns: 60% of students scored at the intermediate level, 20% of students scored at the beginning level and 20% of students scored at the advanced level. The assessment data for grade 2 reveal the following patterns: 75% of students scored at the beginning level and 25% of students scored at the proficient level. The assessment data for grade 3 reveal the following patterns: 25% of students scored at the beginning level and 75% of students scored at the intermediate level. The assessment data for grade 4 reveal the following patterns: 35% of students scored at the beginning level, 35% of students scored at the intermediate level, 20% of students scored at the advanced level and 10% of students scored at the proficient level. The assessment data for grade 5 reveal the following patterns: 50% of students scored at the beginning level and 50% of students scored at the intermediate level. The assessment data for grade 6 reveal the following patterns: 20% of students scored at the intermediate level, 60% of students scored at the advanced level and 20% of students scored at the proficient level. The assessment data for grade 7 reveal the following patterns: 20% of students scored at the beginning level, 40% of students scored at the intermediate level and 40% of students scored at the advanced level. The assessment data for grade 8 reveal the following patterns: 74% of students scored at the beginning level, 13% of students scored at the intermediate level and 13% of students scored at the advanced level.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

3. Data patterns across NYSESLAT modalities scores directly affect instructional decisions. The data patterns for the NYSESLAT listening/speaking modalities reveal that approximately 90% of ELLs score at the proficient and advanced levels. However, the data patterns for the NYSESLAT reading/writing modalities reveal that approximately 70% of ELLs score at the beginning/intermediate levels and approximately 30% of ELLs score at the proficient/advanced levels. All the ELLs receive specialized English language instruction and academic support services designed for them to meet the Common Core Learning Standards in English language arts and mathematics. The instructional decisions, planning and implementations are driven by assessment data. Long-term ELLs, SIFE and ELLs with IEPs received targeted groups instruction designed to advance their English reading and writing skills. SIFE and at-risk students who scored the beginning level on the NYSESLAT will receive RTI services. Empowering our ELLs to acquire language proficiency in English and achievement in grade-level subject areas across the curriculum is the core of our instructional plan.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

4. a. The patterns across proficiencies and grades show that our students' overall NYSESLAT proficiency levels range from

beginner to advanced. The newcomer in kindergarten score at the beginning level on the LAB-R. In the early childhood grades (1 & 2), approximately 10% of students scored at the beginning level, 75% students scored at the intermediate level and 10% scored at the advanced level. In the elementary grades, (3, 4 & 5), approximately 40% of students scored at the beginning level, 45% students scored at the intermediate level and 15% scored at the advanced level. In the middle school grades (6, 7, & 8), approximately 40% of students scored at the beginning level, 25% students scored at the intermediate level and 35% scored at the advanced level.

Students in ESL classes take tests in English. Spanish speaking students and Haitian-Creole speaking students take their NYS Math and NYS Science Assessments in English and the first language. The ELLs are approaching grade level benchmarks in NYS ELA, NYS math and NYS science assessments.

4. b. The school leadership and teachers use the results of the ELLs Periodic Assessment to monitor student learning and tailor individual and group instruction. Students are placed into small targeted groups designed to enhance their English language proficiency and make academic progress across the curriculum. Since the ELLs Periodic Assessment predicts students' performance on the NYS ELA Assessment, we carefully analyze each student's assessment results. We also document each student's strengths and weaknesses in the four modality of English language development.

4c. 4c. As the school evaluates the Periodic Assessment data, we are learning about the students' academic strengths and weaknesses. The aggregated data presents patterns in students' performance. We learn about the direct impact of our current instructional practices. Since the Periodic Assessment is administered twice a year, we learn about our students' academic progress and development. The students' native language is not used during the administration of the Periodic Assessment.

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

5. At P.S. 138, we use formative and summative assessment data in grade K to 5 to identify areas of students' academic strengths and weaknesses. Students who are struggling academically receive Common Core standard-based instruction with the ReadyGen program for English language arts and Go Math for mathematics. They also receive intensive, targeted intervention in small groups that systematically addresses skills and competencies that are below the benchmark. Small group instruction is differentiated in order to address academic needs, cultural differences and linguistic concerns with the students' first and second language. Academic progress is continuously monitored and evaluated in order to make educational decisions about grouping, short term goals and instruction.

6. How do you make sure that a child's second language development is considered in instructional decisions?

6. Instructional decisions are directly influenced by the students' second language and stage of English language acquisition. The ESL teacher uses cognates and familiar concepts in the students' first language in order to accelerate the students' vocabulary development and literary comprehension. Letter recognition, penmanship, print awareness, directional reading and phonological awareness are taught to students whose first language has a non-Roman alphabet system.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

8. The success of our ESL program for ELLs is evaluated informally and formally. Our informal evaluation of the success of our ESL program for ELLs is evident by the students' adjustment and assimilation in our school's culture. We are successful when our students' conversational and academic language skills start to develop. Our ESL program is designed to build our students' listening skills, reading skills, and writing skills. As our students obtain grade-level benchmarks our degree of success is evident. Our formal evaluation includes students' academic progress on the NYESLAT. Each year, our overarching goal is for students to advance at least one level of proficiency on the NYESLAT. We also evaluate the students' academic progress and performance on the Common Core ELA, Math and Science Assessments.

## Part IV: 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 ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
At P.S. 138, English language learners are identified during the registration process. Parent(s)/guardian(s) of all newcomers are required to complete the Home Language Identification Survey (HLIS). When the pupil accounting secretary concludes that the parent/guardian speaks a language other than English, she presents him/her with the DOE "Language Identification Card". After the individual identifies his/her first language the pupil accounting secretary gives him/her a bilingual Home Language Identification Survey. Then a trained pedagogue conducts an informal oral interview in English and in the native language. Afterwards, the pedagogue who conducted the interview completes the required portion of the HLIS form. The Lab Coordinator will sign all the HLIS and determine LAB eligibility. In the event that a trained pedagogue does not speak the required language, the DOE phone translation services will be used to conduct the informal oral interview.

As the certified ESL teacher, Ms. Charles is responsible to administer the HLIS, the LAB-R and the formal initial assessments to newcomers.

When a HLIS indicates a language other than English in Part 1 and Part 2, the student will take an initial assessment, LAB-R within ten days of enrollment. Spanish-speaking students will take the LAB-R and the Spanish LAB-R. The LAB-R will be hand scored by the ESL teacher. A student who scores at or above proficiency is not an ELL. A student who scores below proficiency is identified as an English language learner. Upon identification, parents are informed of the results of the LAB-R scores through the entitlement letter which also informs parent their child is eligible for services as an English Language Learner.

### Staff Responsible for Conducting the Initial Screening during the Registration Process

2013 - 2014

Name	Language(s)	Services	Qualifications/Title
Ms. M. Chauvet-Monchik	French, HC*	Spanish	Translator/Oral Interpreter School Principal
Mr. L. St. Victor	French, HC*		Translator/Oral Interpreter Assistant Principal
Ms. M. Letang	French, HC*		Translator/Oral Interpreter Teacher
Mr. Ambroise	French, HC*		Translator/Oral Interpreter Teacher
Ms. P. Brutus	French, HC*		Translator/Oral Interpreter Teacher
Mr. Senat	French, HC*		Translator/Oral Interpreter Teacher
Mr. Baptiste	French, HC*		Translator/Oral Interpreter Teacher
Ms. M. Letang	French, HC*		Translator/Oral Interpreter Teacher
Ms. Presume	French, HC		Translator/Oral Interpreter Teacher
Ms. M. Borges	Spanish		Translator/Oral Interpreter Teacher
Ms. Y. Mellilo	Spanish		Translator/Oral Interpreter Teacher
Ms. Y. Mason	Spanish		Translator/Oral Interpreter Teacher
Ms. S. Awad. w/ Ms. Charles	Arabic		Translator/Oral Interpreter Para-professional w/ Teacher**
Ms. J. Gonzalez	Portuguese		Translator/Oral Interpreter Teacher

HC\* = Haitian Creole

\*\*Interview must be conducted with a teacher

It is important to note that the HLIS is not completed for transfer students and students re-admitted into the NYC school system. In order to determine placement into the appropriate program, the ESL teacher reviews the following ATS documents: biographical information (BIOS), test history, (HIST), BESIS information (HIBE) and admission history (HIAD).

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.

P.S. 138 has established a collaborative structure to ensure parents of newcomers understand all three program choices (Transitional Bilingual Education, Dual Language and English as a Second Language). This structure requires the school accounting secretary, ESL teacher and the parent coordinator to collaborate in order schedule and present parent orientation sessions. We conduct ongoing, interactive orientation sessions throughout the school year. The process and outreach plan include informing and scheduling orientation session(s) with parents. Parent orientation sessions are scheduled within ten days of enrollment.

Parents who are unable to attend a scheduled orientation session are accommodated by re-scheduling the session at a mutually convenient time.

At the orientation sessions, parents view the program choice DVD presentation in their preferred language. After being informed of all three program choices (Transitional Bilingual Education, Dual Language and English as a Second Language) parents independently complete the bilingual parent survey and the program selection form. Parents who select the ESL program for their child will receive an entitlement letter.

Parents requesting a bilingual program or a dual language program will be provided with a downloadable list of schools that have the selected program. The teacher at the parent orientation will download the list from the DOE website upon request. Parents who choose to enroll their child in a bilingual program or dual language program will be assisted in the transfer process. In order to provide a continuity of education, students who did not pass the LAB-R will be placed in an ESL class until an appropriate program is found and the child is officially enrolled.

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

3. The ESL teacher reviews the RLAT ATS report and compiles a list of students eligible for ESL services. Every student on the list receives an entitlement letter. The entitlement letters are sent home. When the entitlement letters are returned, the ESL teacher securely stores the letters in her ESL documentation binder. Duplicate copies of the entitlement letters are sent out to parents who did not return the letters. If needed, the ESL teacher will call the parents in regards to returning the signed entitlement letter.

The Parent Survey and Program Selection forms are distributed during the parent orientation session. Parents are encouraged to complete the Parent Survey and Program Selection forms after viewing the Parent Choice DVD. If the Parent Survey and Program Selection forms are not returned, the student is placed in the default program for ELLs as per CR Part 154.

The original Parent Survey and Program Selection forms are securely stored in the student's cumulative record. A copy of the Parent Survey/Program Selection forms are stored in the ESL teacher's documentation binder.

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.

P.S. 138 uses the NYS mandated criteria and procedures to place all identified ELLs into the ESL program. An ELL is identified when he/she scores below designated levels of proficiency on the Language Assessment Battery-Revised (LAB-R). When a parent completes the Parent Survey and Program Selection forms and selects the ESL instructional program, his/her child is placed in the ESL program.

All communication activities with parents are conducted in their native language and English. After placement, parents receive an entitlement letter that states their child's LAB-R score and level of proficiency in the English language. It also describe the ESL program and includes the ESL teacher's contact information. The entitlement letter is written in English and the parent's preferred language.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The ESL teacher works closely with the testing coordinator in order to ensure that all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) are administered to the ELLs. The ESL teacher generates a list of the ELLs, their grades and homeroom teachers. The ESL teacher and the testing coordinator use the list to develop a testing schedule. Homeroom teachers of ELLs receive the NYESLAT testing schedule prior to the test. Members of the testing team administer the NYESLAT on the assigned dates. A trained member of the testing team administers the speaking section of the NYESLAT. The ESL teacher does not administer the speaking section of the test to her current students.

When the NYESLAT arrives at the school, the testing coordinator informs the ESL teacher. She checks the pre-slugged gird in order to ensure that each student has a gird in the four modalities: speaking/writing and reading/listening. If a student does not have pre-slugged girds, the ESL teacher uses information from the ROCL to generate the girds. Then, the girds are placed in plastic bags according to grades and modalities. The plastic bags are placed in 11x16 envelopes. Students' names are written on the testing envelope.

The names of students scheduled to take the NYESLAT are embedded in a six column table. The names of the students are written in the first column, the date of the test is written in the second column. The four modalities are written in the following columns. As students complete each select of the NYESLAT, the proctor checks the completed columns. This list is reviewed and updated by the testing coordinator and the ESL teacher.

The testing coordinator sends bilingual letters that informs parents of the testing dates. Parents are encouraged to send their children to school on time and prepared to take the test. In the event that a student is absent for the NYESLAT, he/she will be scheduled for a make-up test. Each student's test booklets and answer girds are placed in a make-up envelope. The ESL teacher works closely with the students' homeroom teacher in order monitor the students' attendance. The ESL teacher also calls the parents regarding the students' attendance.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
- After reviewing the Parent Survey and Program Selection form for the past few years, the noticeable parent trend in parent choice shows that all parents selected ESL programs. In the 2013- 2014 school year, we had one newcomer whose parent selected the ESL instructional program. In the 2012- 2013 school year, 7 out of 7 parents selected the ESL instructional program. In the 2011- 2012 school year, 9 out of 9 parents selected the ESL instructional program. The program model offered at P.S. 138 is aligned with parent requests. Newcomers are enrolled in an ESL instructional program, based parents' request.

# Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
    - 1a. At P.S. 138, the organizational model used to deliver ESL instruction is the pull-out model. English language learners are taken out of their classes for one or two periods a day to receive ESL instruction in small groups. Students at the beginner and intermediate stages of English language acquisition receive 360 minutes of ESL instruction each week. On the other hand, students at the advanced stage of English language acquisition receive 180 minutes of ESL instruction each week. The ESL instructional program is aligned with the Common Core State Standard ELA ReadyGen and Code X course curriculums. ELLs receive scaffolded instruction that enables them to perform successfully in their class with English proficient peers.
    - 1b. The program model is heterogeneous. Students of mixed proficiency levels are instructed in one class. Early childhood students in grades K, 1 and 2 are instructed in one class. Elementary students in grades 3, 4, and 5 are instructed in one class. Middle school students in grades 6, 7, and 8 are instructed 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)?
  2. The organization of our staff uses accountability to ensure that the mandated number of instructional minutes is provided according to proficiency levels in the ESL instructional program. The proficiency levels of ELLs are determined after reviewing the RNMR and RLAT reports. Students at the beginner and intermediate stages of English language acquisition receive 360 minutes of ESL instruction each week. On the other hand, students at the advanced stage of English language acquisition receive 180 minutes of ESL instruction each week. After determining the mandated numbers of service minutes, the ESL teacher develops a schedule that is approved by the principal. A copy of the ESL teacher's schedule is posted on her door. The homeroom teachers of ELLs receive a service schedule from the ESL teacher. When the ESL teacher picks up the ELLs with IEPs, she is required to sign the students out.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
  3. In our ESL instructional program, academic content areas are taught in multidisciplinary, understanding by design (UbD) thematic units. The ESL program has a clear literary focus that addresses the ELA demands of the Common Core Learning Standards by teaching elements of literature. The ESL teacher uses a balanced approach to teach reading, writing, speaking, listening and language. The utilization of a large array of high interest, informational texts in the UbD units enables the teacher to present the following content areas: math, science, social studies, art and music. The teacher incorporates technology in her instructional approach. Students are provided with complex, authentic opportunities to explain, interpret, apply, analyze and evaluate academic concepts. Instruction is scaffolded to develop students' language skills and to make content comprehensible. Audiovisual equipment, manipulatives, visual cues, and hands-on activities are incorporated in the rigorous, standard-based lessons. The ESL instructional program is taught in English with native language support. The program's purpose is to develop and deepen students' understanding and knowledge.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

ELLs are not evaluated in their native languages throughout the year? Within ten days of registration, Spanish-speaking ELLs are administered the Spanish LAB-R.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

In order to ensure that ELLs are evaluated in all four modalities of English acquisition, we have established an ongoing assessment schedule. In September/October, the ESL teacher administers an ELA assessment pretest. This pretest assesses the students' reading and writing abilities. Independent reading and oral reading benchmarks are determined during the following

months: September, November, January, March and June. Independent writing benchmarks are determined during the following months: October, December, February, April and May/June. The students' listening abilities and speaking abilities are assessed during the months of November, February and May. In June, the ESL teacher administers an ELA assessment posttest. The students' ongoing assessments are filed in their assessment folders and data portfolios.

Students are informally assessed during instruction. The teacher evaluates the students' writing skills, oral reading skills, comprehension, oral presentations and active listening skills. The teacher also assesses the students' ability to self-edit and peer edit writing benchmark pieces. Students' academic progress in reading, writing, listening, speaking and social interactions is continuously assessed throughout the school year.

6. How do you differentiate instruction for ELL subgroups?

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

6. a The instructional plan for SIFE is data driven. Each student's literacy ability is assessed. The ESL teacher and the classroom teacher use the performance assessment results to engage students in the learning process. Upon identifying the students' reading level, the teachers can plan and teach various reading strategies. The performance assessment is a letter/sound identification test. Pre-literate students are given the opportunity to participate in the RIGOR program. SIFEs are gradually taught to read grade level text with fluency and comprehension. The instructional plan also includes an emphasis on the students' ability to speak and to write standard English. SIFE are taught in small targeted groups that address their individual academic needs.

6 b. The instructional plan for ELLs who have been in US schools less than three years focuses on developing the students' English language acquisition. An emphasis is placed on vocabulary development. Students learn about American culture and way of life. As students communicate and explore the English language, they are given the opportunity to take risk in a safe, supportive environment. During class, students are provided with multiple opportunities to practice activities and connect learning to their personal and cultural experiences. The teachers recognize the fact that newcomers enter their classrooms with a knowledge base and a strong linguistic background. The students' experiences are used to prepare them to meet the academic challenges that are presented to them during instruction. Since ELA is the center of our instructional plan, the teachers use elements of literature to teach various concepts across the content areas. The instructional plan includes math, science, social studies and art. This plan is based on the Common Core State Standards and Danielson Framework for Teaching.

6 c. The instructional plan for ELLs receiving service 4 to 6 years is closely aligned to the school's curriculum. The ESL teacher and the classroom teachers collaborate during the planning process in order to unify instruction. Our school implements the ELA ReadyGen Program and the Go Math Program in the elementary grades. In the middle school, we use Scholastic Code X for ELA and CMP3 for math. Students are taught to read and negotiate complex fiction and nonfiction texts. The ESL teacher scaffolds the lessons in order to develop engagement, inquiry and understanding. The Common Core State Standards is the foundation of our instructional plan.

6 d. The instructional plan for long-term ELLs is based on the school's standard-based curriculum. The ESL teacher and the classroom teachers collaborate during the planning process in order to unify instruction. Our school implements the ELA ReadyGen Program and the Go Math Program in the elementary grades. In the middle school, we use Scholastic Code X for ELA and CMP3 for math. The ESL teacher scaffolds the lessons in order to develop engagement, inquiry and understanding. The Common Core State Standards is the foundation of our instructional plan. Students are taught to read and negotiate complex fiction and nonfiction texts. Throughout the academic year, instruction is used to build the knowledge students need for high stakes Common Core State Assessments.

6 e. The instructional plan for former ELLs is designed as an academic support services. English proficient students are supported academically for two years. The ESL teacher works closely with the students' homeroom teachers. They collaborate and make inquiry about students' strengths and weaknesses, academic growth and development. The ESL teacher analyzes the students' current data in order to assess academic progress. Data is used to provide academic support through small group instruction. Former ELLs are encouraged to attend the Title III AM Academy.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. The ESL teacher uses an array of instructional strategies to effectively teach ELL-SWDs. She starts every lesson by activating students' prior knowledge and encouraging students to be activity engaged in the learning process. She designs lessons that include various entry points and the opportunities for individual, paired, and group work. Instruction is differentiated to address students' individual academic needs. Total body responses, technology, and visual aids are used to illustrate challenging and abstract concepts. The ESL programs use the following grade level instructional materials to advance the academic performance of ELL-SWD: Awards Reading Program, Reading Instructional Roles for Older Readers (RIGOR), Hampton-Brown High Point, ReadyGen and Scholastic Code X. These instructional strategies and academic programs teach ELL-SWD grade-level academic content as well as, accelerate the students' English language development.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
8. P.S. 138 uses Common Core State Standard curricular in math, ELA, social studies and science in order to enable the diverse ELL-SWD population to achieve their IEP goals. As teachers monitor the academic progress of ELL-SWD, instructional and scheduling flexibility is used to address the students' academic needs. These actions enable the ELL-SWDs to attain English proficiency in the least restrictive environment.

**Courses Taught in Languages Other than English **

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

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

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

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

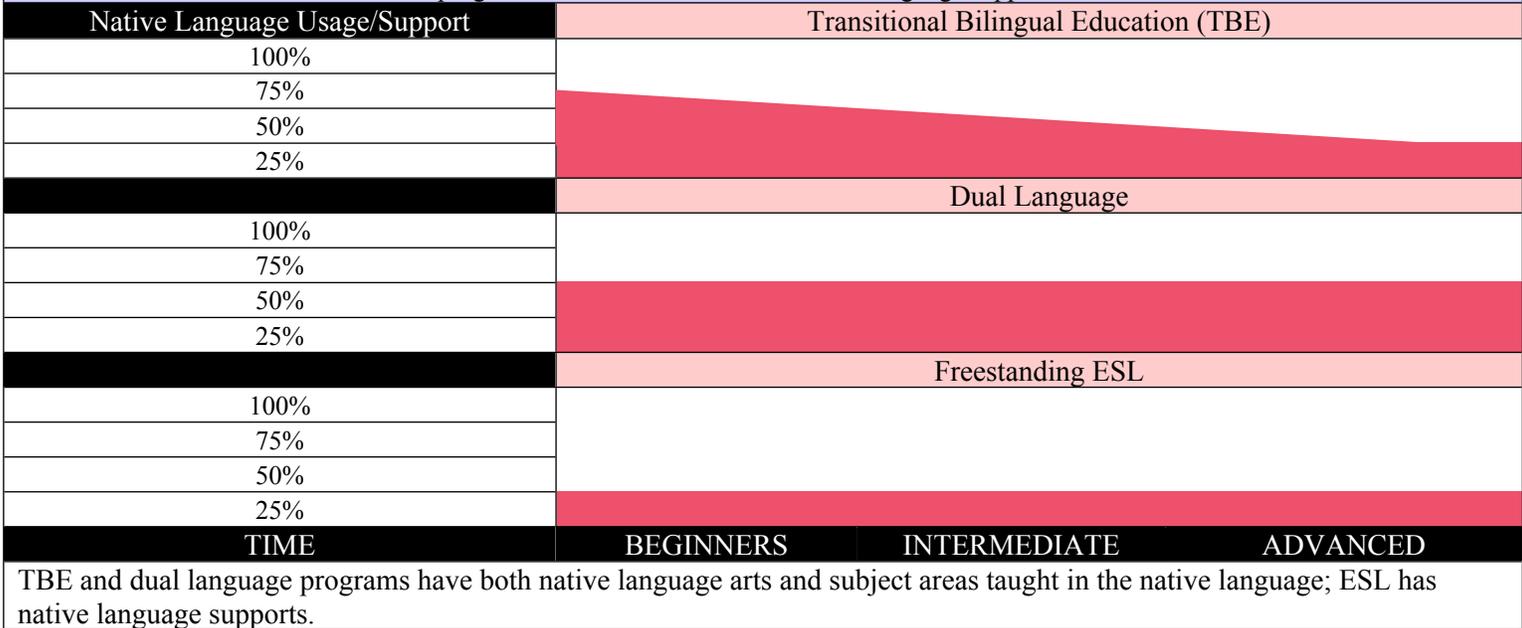
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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.



## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

9. P.S. 138 implements the following targeted intervention programs: Award Reading, Reading Instructional Roles for Older Readers (RIGOR), Phonic and Friends, Interactive Reader and Thinking Reader Technology program. The content of the book entitled, Interactive Reader present text in the science and social studies content areas. The Go Math and CMP3 math programs are used to enhance the ELLs mathematical skills and abilities. The magazine, Time for Kids is also used for the elementary students. The targeted intervention programs are presented in the English language.

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

10. The targeted intervention programs effectively meet the academic content areas and language development needs of ELLs in grades K to 8. The various programs apply knowledge of academic and social vocabulary to achieve independent reading. Students are given the opportunity to read quality literature from a variety of genres. They also read for information, comprehension and understanding. Students learn how to identify and analyze the differences among various categories of informational materials. Students learn to write effectively. They use the writing process to write for a variety of purposes and audiences.

The ESL program at P.S. 138 is academically effective. We are implementing and scaffolding the following the standard based-programs, ReadyGen and Scholastic Code X. These program are designed for the students' to meet the Common Core Standard. Benchmark writing and reading assessments are used to assess the students' academic progress. The students' academic progress is a direct reflection of the effectiveness of the ESL program.

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

11. For the 2013 – 2014 school year, we are considering implementing the RAZ-Kids reading program. This technology-based program has a online leveled book library that promotes students' reading skills and comprehension. Students are given the opportunity to listen to fluent reading, read independently, record their reading and take assessments. This program is based on the Common Core State Standards.

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

P.S. 138 is not in the process of discontinuing and programs or services.

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

13. ELLs have equal access to all school programs at P.S. 138. The students actively participate in the Medgar Evers Beacon After School/Saturday Programs. This program provides small group assistance with homework. The homework assistance enable the students to complete assignments and further comprehend concepts and information presented in class. The extracurricular activities enable students to explore a variety of interests in the field of arts and sports.

Parents of ELLs receive letters and permission slips for students to participate in the Medgar Evers Beacon After School program. The ELLs are welcome to participate in all program activities.

Title III AM Academy is a supplemental service offered to all ELLs. This supplementary service is designed to increase the students' English language proficiency and academic achievement. 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 teachers to provide standard-based instruction that addresses each student's academic and linguistic needs. Balanced literacy and second language acquisition 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.

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

14. The following instructional materials are used to support ELLs: Award Reading, Reading Instructional Roles for Older Readers (RIGOR), Phonic and Friends, Interactive Reader and Thinking Reader Technology program. The content of the book entitled, Interactive Reader present text in the science and social studies content areas. The CMP3 math program is used to enhance the ELLs mathematical skills and abilities. The magazine, Time for Kids is also used for the elementary students. The ESL classroom has two desktop computers, five laptops and a Smartboard. The interactive Smartboard accommodates the academic needs of different types of students: visual learners respond well to the visual projection elements, while tactile learners benefit from going up front and interacting with the board. The ESL classroom also has an extensive multilingual library that contains reference books, fiction books, nonfiction books and software.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

15. In the ESL instructional classroom, native language support is utilized to make content comprehensible. Students are taught to identify cognates during speaking, listening and reading activities. The ESL teacher builds upon the ELLs' rich linguistic background by in order to develop their vocabulary and comprehension of complex texts. The ESL classroom also has an extensive multilingual library that contains reference books, glossaries, fiction books and nonfiction books. The multilingual library has books, software and audio materials in the following languages: Arabic, Bengali, Spanish, French, Haitian Creole.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

P.S. 138 ensures that our ELLs receive all required services support. Students in grades K to 8 who score at the beginning and intermediate levels on the NYSESLAT receive 360 minutes of instruction. Students in grades K to 8 who score at the advanced level on the NYSESLAT receive 180 minutes of instruction. The ESL instructional program provides rigorous, academic content-area instruction in English. The teacher incorporates ESL strategies through Common Core State Standards. Students from the age of five to approximately thirteen are taught using ESL and ELA methodologies. Native language supports are utilized to advance the students' academic performance across the content areas.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

P.S. 138 currently does not have an activity that assist newly enrolled ELLs before the beginning of the school year.

18. What language electives are offered to ELLs?

French is the language elective offered to ELLs.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. 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 here:

## C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. Relevant professional development sessions are presented to all ELL personnel throughout the academic school year. The professional development sessions are designed to assess, monitor and improve instruction for ELLs. During the first Chancellor Conference day, the ESL teacher presented a professional development session entitled, "Use of NYSESLAT Data for Instructional Decisions." This session focused on accessing NYSESLAT data from ARIS and implementing strategies for the teacher to use the data as an instructional tool.

2. During the second Chancellor Conference day, the ESL teacher will present a professional development session entitled, "How to Use the Common Core Learning Standards to Effectively Teach ELLs." The participants will review the Common Core document entitled, "Application of Common Core State Standards for English Language Learners." This session will answer the following question: How can we help English language learners successfully meet the Common Core State Standards? The participants will discuss the strengths and challenges of the implementation CCSS. Participants will also compile a list of best practices for ELLs.

3. At P.S. 138, the staff is provided with support to assist ELLs as they transition from elementary to middle school and middle school to high school. The administration encourages the guidance counselor and the ESL teacher to work collaboratively. They work together in order to prepare the eighth grade students for high school. Since P.S. 138 is a Pre-K to 8 school, the middle school students remain at our school. The fifth graders are encouraged to actively participate in the 5th grade step-up ceremony and activities. When ELLs are in the eighth grade, the guidance counselor Ms. C. Robinson distributes the NYC High School Directory to each student. She conducts group sessions that focus on the high school application selection process. The guidance counselor also meets individually with grade 8th students and their parent(s) to offer guidance for their high school selection as they transition from middle school to high school. The guidance counselor, assistant principal and teachers also schedule visits to high interest high schools. As students visit various schools, they learn about the admissions process, special programs, school policies, curriculum and academic expectations. Parents and students also receive timely information about high school open house sessions.

4. New teachers are scheduled to attend the required ELL training. General education teachers will participate in 7.5 hours of ELL training. Special education teachers will participate in 10 hours of ELL training. These training sessions will be provided to teachers of ELLs and non-ELL teachers. The ELL training will take place during weekly professional development sessions. The professional development sessions will focus on the following topics: "Response to Intervention for ELLs", "Effective Writing Strategies for ELLs", "How Does the CCSS Apply for ELLs" and "Best Practices for ELLs". Records of participants, agendas and materials will be kept on file. ELL training participants will receive a certificate of completion when they complete the required training time.

Date	Title
November 2, 2013	"Effective Writing Strategies for ELLs" Part 1
November 25, 2013	RTI Workshop for ELLs
January 27, 2014	"How Does the CCSS Apply for ELLs" Part 1
February 10, 2014	"How Does the CCSS Apply for ELLs" Part 2
March 17, 2014	"Effective Writing Strategies for ELLs" Part 1
April 21, 2014	"Effective Reading Strategies for ELLs"
May 19, 2014	"Best Practices for ELLs" Part 1
June 5, 2014	"Best Practices for ELLs" Part 2

The school administrators and all staff members will attend the following workshops: "Effective Writing Strategies for ELLs" Parts 1 and 2, RTI Workshop for ELLs, "How Does the CCSS Apply for ELLs" Parts 1 and 2, and "Best Practices for ELLs" Parts 1 and 2.

The guidance counselor and parent coordinators will attend the following workshops: RTI Workshop for ELLs, “How Does the CCSS Apply for ELLs” Parts 1 and 2, and “Best Practices for ELLs” Parts 1 and 2.

## **D. Parental Involvement**

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

1. At P.S. 138, parent involvement is encouraged in all school activities, workshops and programs. Parents of ELLs are invited and encouraged to attend all workshops. The principal and the assistant principal attend all the workshops and are available to translate the content in Spanish and Haitian Creole. Two to three parent workshops are held each month. The parent coordinator, Ms. Drew has presented the following workshops this year: "How to Use Dial-a-Teacher", "How to Identify Lead in Your Home", "Legal Shield", "Science Project Night", "Understanding the Common Core Standards", "Reading & Math Workshop" and "Preparing your Child for the State Assessments". In addition to attending workshops, parents of ELLs attend orientation sessions and actively participate in award ceremonies for their children. Attendance for parents of ELLs is extremely high at the award ceremonies.

2. P.S. 138 partners with five community based organizations to provided workshops to parents, including parents of ELLs. We actively collaborate with the following community based organizations: Learning Leaders of NYC, CAMBA, Cornell University Extension, Counseling & Mediation and Bedford Presbyterian Church. In collaboration with these community based organizations, we inform parents of educational program, policies, mental health programs and educational 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 offers free ESL classes and vocational instruction to adults. Brooklyn Public Library is a major community resource. It lends books, software, and audio materials for parents to learn English.

3. We evaluate the needs of the parents by maintaining an open line of communication between parents and staff members. Parents are encouraged to complete survey forms that address their needs and interests. As a liaison, the parent coordinator works closely with the parents in order to assess their needs. The parent coordinator relays the parents' needs to our administration and staff members.

4. P.S. 138's parental involvement activities address the needs of the parents by providing opportunities for them to experience various milestones that occur at school. The desire to see ones child succeed and grow in school is a need embedded in the heart of every parent. At the end of kindergarten, second grade and fifth grade, parents are invited to attend their child's step-up ceremony. They are also invited to attend the eighth grade graduation ceremony. Step-up ceremonies and graduation ceremonies recognize the children and parent's accomplishments.

P.S. 138's parental involvement activities address the needs of the parents to be informed. Many parents of ELLs are new to the NYCDOE school system. The workshops and information sessions inform parents about the school's expectations, the school's attendance policy, promotional requirements, daily schedule and holiday schedule. Parental involvement activities promote and support learning.

## **E. Additional Information**

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

## 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 Chauvet Monchik	Principal		11/12/13
Mr. Lewis St. Victor	Assistant Principal		11/12/13
Ms. Brenda Drew	Parent Coordinator		11/12/13
Ms. Wendy A. Charles	ESL Teacher		11/12/13
Mr. B. Cayard	Parent		11/13/13
Ms. Y. Mason/ ELA & Math	Teacher/Subject Area		11/12/13
	Teacher/Subject Area		
	Coach		
	Coach		
Ms. Robinson	Guidance Counselor		11/12/13
	Network Leader		
	Other		

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

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

Cluster: 06 Network: N602

**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.

Throughout the year, home language data is collected from ATS documents, Home Language Surveys and ARIS, as well as through anecdotal reports from the pupil accounting secretary and teachers. 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.

The staff distributes the DOE's language preference letters to the parents in order to assess their language. The ESL teacher compiles a four column table with the following headings: Student Name, Parent(s) Name, Language Preference for written information, and Language Preference for oral communication. The complete table is used by the parent coordinator, pupil accountant secretary, homeroom teacher and ESL teacher. The table is disseminated to the school community and filed with the secretary.

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: Fulani, Wolof, and Arabic, Spanish, Haitian-Creole, Arabic, Bengali. The major findings of the school's written translation and oral interpretation needs were reported to the school community in an official memorandum. The school's language preference table is disseminated to the school community and filed with the secretary for quick reference.

## 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, Haitian Creole, Spanish, and Wolof. Letters and flyers will be written in a timely manner in order to ensure timely provision of translated documents to parents. Some translation services will be provided by the Department of Education Translation's & Interpretation Unit and in-house by school staff. 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.

The school will provide oral interpretation services in the following languages: Albanian, Arabic, Bengali, French, Haitian Creole, Spanish, and Wolof. Between the hours of 8:00 AM and 5:00 PM, the staff can call 718-752-7373 to get over-the-phone interpretation services for parents. The school has multilingual staff who are available to provide oral interpretation in the following languages: Spanish, Haitian Creole, Arabic and French. There is a need for oral interpretation services in four languages: Albanian, Arabic, Fulani, and Wolf. 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 fulfills 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 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 is provided in a timely manner. Letters and documents are emailed to the Translation Unit at least seven days prior to the school's distribution date. Interpretation services are provided by the NYCDOE contracted vendor, Legal Interpretation Services (LIS). The interpretation services are scheduled for four parent-teacher conferences. LIS is contracted for oral interpretation services during IEP meetings. Over-the phone interpretation service is provided 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 has updated 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" is 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"><li>• Per session</li><li>• Per diem</li></ul>		
Purchased services <ul style="list-style-type: none"><li>• High quality staff and curriculum development contracts.</li></ul>		
Supplies and materials <ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		