

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**

**17K138**

**School Name:**

**P.S. 138 BROOKLYN**

**Principal:**

**MARIE CHAUVET-MONCHIK**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: PS/MS 138 School Number (DBN): 17K138  
Pre-Kindergarten- Eighth grade  
Grades Served: \_\_\_\_\_  
School Address: 760 Prospect Place  
718 467-0800 Phone Number: \_\_\_\_\_ Fax: 718-954-3422  
Lewis St Victor School Contact Person: \_\_\_\_\_ Email Address: mchauve@schools.nyc.gov  
Principal: Marie B. Chauvet-Monchik  
Hamesh Massay  
UFT Chapter Leader: \_\_\_\_\_  
Latisha Cobbs  
Parents' Association President: \_\_\_\_\_  
Mr. Lewis St Victor  
SLT Chairperson: \_\_\_\_\_  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Jean Mohabeer  
N/A  
Student Representative(s): \_\_\_\_\_  
N/A

**District Information**

District: 17 Superintendent: Mr. Clarence G. Ellis  
1224Park Place Brooklyn New York 11213  
Superintendent's Office Address: \_\_\_\_\_  
CEllis3@schools.nyc.gov  
Superintendent's Email Address: \_\_\_\_\_  
718 221-4372 Phone Number: \_\_\_\_\_ Fax: 718 221-4326

**Borough Field Support Center (BFSC)**

Borough Field Support  
BFSC: Center Director: Cheryl Watson - Harris  
Director's Office Address: 415 89 Street, Brooklyn, NY 11209  
Director's Email Address: CherylWatson@schools.nyc.gov

Phone Number: (718) 759-4862 Fax: 718 759-4863

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Marie Chauvet-Monchik	*Principal or Designee	
Hamesh Massay	*UFT Chapter Leader or Designee	
Letisha Cobbs	*PA/PTA President or Designated Co-President	
Denise Jones	DC 37 Representative (staff), if applicable	
Sandra Barr	Title I Parent Representative (or Parent Advisory Council Chairperson)	
None	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
None	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Maxine Seals	CBO Representative, if applicable	
Wilhelmina Early	Member/ School Rep	
J-Von Mc Clean	Member/ Teacher	
James Pieper	Member/Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Micdyva Alexandre	Member/ Teacher	
Angela Hospedales	Member/ Parent	
Cecilia Haughton	Member/ Parent	
Kesi Davis	Member/ Parent	
Claudia Lamoure	Member/ Parent	
Jackie Fowler	Member/Parent	
Nancy Thompson	Member/ Parent	
	Member/	
	Member/	

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

### **Vision**

Our school's vision is to provide high quality instruction, focusing on academic rigor and individual student need so that P.S 138 can achieve and maintain exemplary New York State and national status.

### **Mission**

Children First! High expectation based on effective effort while teaching in a safe orderly environment. This involved staff, parents and administrators working together to find solutions in order to raise academic and social performance for all students so they can be productive members of a global society. There is no excuse. Effort is the answer. Failure is not an option.

### **Introduction**

P.S. 138 is a school where every community member works collaboratively to cultivate the schools shared vision of ensuring that all students succeed. We are dedicated to student learning, academic success, and personal well-being. We engage families and the outside community to promote and support student successes academically and emotionally. In addition, our students participate in the Medgar Evers High School Program to help prepare them for high school, college, and beyond.

### **Instructional Core**

Our curricula, aligned to The Common Core Learning Standards (CCLS), deepens the Middle School student understanding of the necessary strategies and techniques required for effective CCLS mastery. We provide teachers with focused instructional objectives aimed at improving student performance by including the instructional shifts throughout unit plans.

P.S. 138 designs and analyzes coherent curriculum that provide teachers with numerous ways to improve student ability to comprehend and analyze complex text. We do this by using the instructional shifts as an integral part of unit / lesson planning. Some of the steps that we take to align the curricula to the CCLS are to engage in a range of one-to-one, and small group, teacher-led discussions analyzing an array of grade-appropriate topics, texts, and issues, building on others' ideas and expressing their own clearly.

P.S. 138 instructors are encouraged to promote higher order thinking skills by using discussion protocols. Front loading the unit with academic vocabulary, scenes, and / or background information, helps ensure that students have read or studied required material--drawing on that preparation to refer to evidence on the topic, text, or issue--to probe and reflect on discussion ideas.

P.S. 138 also guides students to be accountable for how they respond to each other during discussions. For instance, students pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue. This approach allows students to review the key ideas expressed and to demonstrate understanding of multiple perspectives through reflection and paraphrasing.

The refinement of academic tasks is ingrained in all classrooms. For example, throughout the school, small groups are formed based on targeted student academic weaknesses, as per the CCLS. The curriculum maps and lessons are differentiated to maximize all student learning, by giving students differentiated simulated activities that ask for conceptual application and rules focused on understanding the elements of reading, writing, and oral language. Our educators are providing opportunities for all our students to continually strengthen and integrate skills and strategies throughout the lessons. Teachers collaborate to plan lessons that focus on increasing student knowledge and skill sets to meet and exceed the rigors of test demands, while exploring texts from different perspectives so that students may develop ideas socially, politically, culturally, historically, and personally. Through effective weekly professional development (PD), teachers reflect on useful data to design and drive coherent instruction. These PD's enable teachers to continually enhance lessons, which in turn, enable students gain a deeper understanding of the text.

Teachers set high expectations for every student's progress and set ambitious targets for improving classroom performance. All teachers implement effective teaching methods that have been shown to be effective in promoting successful learning for all students. For example, our school uses the DOK and UDL methodologies to set rigorous student instruction. PS 138 uses the instructional shift to guide students through complex text scaffolding. The Common Core Learning Standards require that all students, including ELL's and students with IEP's, read grade-appropriate text. However, in order for our students to get the gist of the reading, our teachers include multiple readings of selected texts, read-alouds, text-scaffolding, and one-on-one reading support. This allows all students to successfully negotiate and comprehend complex texts.

Students are able to perform at a higher academic level when the curriculum's content is deeper and intensive instruction focus is placed on breaking down the barriers preventing text comprehension.

Furthermore, we use active student engagement by allowing students to take an active role in both the learning and assessment process. For students, this carves a path to increased academic skill mastery along with motivation and self-responsibility, (connecting, picturing, predicting, and noticing). We have noticed that students, when personally invested in the learning process and when encouraged to take ownership of their learning and academic goals.

In addition to providing teachers with numerous ways to improve student ability to comprehend and analyze text complexity, we also design and analyze the features of standardized exams. We do this by generating quarterly and benchmark tests. For example, during ELA and Social Studies, students are taught to identify key words in order to determine the main idea. They infer, visualize, and ask themselves *who and what* questions; they also self-monitor while they read. Students learn to use graphic organizers, develop their listening comprehension skills, and take notes to better comprehend either the text or questions related to the text. In the end, students will better comprehend what the text suggests and be prepared to respond correctly. Teachers use both shared and individualized assessments that measure common skills to evaluate student progress across classes and over time.

Below are some examples of formative and summative assessments used at P.S. 138.

<b>Formative Chart</b>	<b>Peer/Self Assessments</b>	<b>Summative Chart</b>
Observations	Practice Presentations	Diagnostic Test
Questioning	Visual Representations	Baseline Test
Discussion	Constructive Quizzes	Midterm Exam
Exit/Admit Slips	Think Pair Share	Final Project
Learning/Response Logs		Essay and Research Paper
Graphic Organizers		

### **Our Instructional Focus**

We at P.S. 138 strongly believe in effective questioning to promote student engagement through student lead discussions that transfer into writing across content areas for all students.

I. P. S. 138 takes great pride in promoting a positive school culture that celebrates learning through student accomplishments and emotional development resulting in respect and warmth throughout the school. The Respect for All, (anti-bullying program) has made a positive and significant impact on reducing the number of bullying occurrences in the school. Through grade level assembly programs that stress the importance of showing respect for all, peaceful conflict resolution, school-wide poster contests emphasizing a learning community in which all students are safe, and through grade-appropriate reading materials about bullying; we were able to reduce the magnitude of bullying occurrences. Students must feel safe and nurtured in their daily learning environment.

II. The Response to Intervention Pilot Initiative, which was implemented in September, 2014, has helped us to reduce the number of students needing RTI intervention to 46. All students involved in this program are receiving high quality, research based instruction such as Wilson. Throughout the process, the students' progress is monitored frequently to examine student achievement and gauge school curriculum effectiveness.

III. The student government meets regularly with the principal and the council adviser to voice their concerns about the school community. This has helped the school to foster active student body participation and foster opportunities for them to be meaningfully involved in decision-making processes that lead to school improvement as evidenced by the student newspaper, student suggestion box, and student tutoring program, for the younger students. More so, the school's inclusive culture enables each student to be well known by a staff member who helps support his/her academic and social growth. Students are encouraged at the beginning of the year to list their goals for the year and to remain committed to their long-term goals. The attendance team, through parent outreach, workshops, and home visits, ensure the daily 92% attendance rate in our quest to reach 95% and better.

IV. Medgar Evers College Pipeline Initiative, servicing students in Grades 5-8, increases student STEM awareness, builds self-esteem and increases desire to do well academically. 99% of eighth grade students taking regent biology have successfully completed the course and have earned a high school credit upon graduation. Eighth graders also take course work in regent Earth science as well as mathematics. 75% of sixth and seventh graders attend Specialized High School Courses at Medgar Evers, on Saturdays and during the summer, in preparation for the Specialized High School examination.

V. Monthly progress reports, calendar, newsletter, and school messenger enable the parents to be aware of school-wide events as well as their child's academic progress. Workshops coordinated by the parent Coordinator and Pre-K Family Worker help parents gain strategies to help their child with homework, learn how to read, and cope with stress. We also offer parent orientation tailored toward our non-English speaking parents. PPT meetings and IEP meetings are conducted regularly by the School based Support Team in order to address the educational needs of students with disabilities, and their parents. Special education providers conduct orientations and other training to parents of students with disabilities. Teachers also communicate with parents through email, sending them homework assignments and other activities.

VI. Additional partnership with parents includes Cool Culture (Pre-Kindergarten-Kindergarten) which provides access to museums and other cultural sites in New York City to provide educational experiences for their children and to serve as their child's primary educator. We also offer *Cook-shop for Families*, which helps families to make healthy diet choices.

VII. The Friends of Crown Heights, Beacon After-school Program, Brooklyn Museum Partnership for Arts Education, Semi-Annual Career Day, and Health Fair and College Visits have all helped us to create a cohesive community among our staff, students, and parents.

VIII. Regular conferencing with students, small group instruction, one to one instruction, lesson accommodations for SWD's and ELL's, UDL, and adaptive technology have helped us provide feedback to our students on their progress as well as academic areas in which they need to improve.

IX. Finally, educational trips, to enhance the curriculum, to such places as the American Museum of Natural History, Liberty Science Center, Brooklyn Museum of the Arts, Green Meadows Farm, Shadow Box Theatre, Queens College of

the Performing Arts, and The Native American Festival enable our students to be more appreciative of the arts and of the community in which they live.

The P. S. 138 learning community is comprised of nine academic and environmental teams, which play an integral role in the school's learning environment. They are:

1. Professional Development Team
2. School Leadership Team
3. Contract Implementation Team
4. RTI Team
5. MOSL Team
6. Building Response Team
7. Data Team
8. Teacher Team
9. New Teacher Mentoring Team

As a result, teachers are encouraged to assume various team leadership roles and to attend outside professional development sessions. Upon their return, they share the information learned, from attending the professional development sessions, with the rest of the staff. Additionally, several teachers serve as content specific ambassadors in the areas of art, science, social studies, mathematics, and English language arts. The ambassadors attend monthly training sessions to acquire the latest strategies and methodologies in their area of expertise to then turn-key the information learned to the rest of the staff.

All curricula are driven by the work of the school Data Team. All teachers are engaged in inquiry teacher teams, among and across grades, to develop and share effective instructional strategies and work on the alignment of the CCLS to strategically promote the school's instructional goals. The school has a common planning schedule. Here, teachers meet according to their grade or subject. Teachers conduct these common planning meetings. They also use their preparation periods and their lunch periods to conduct study groups and plan for their classes. The school reflects a professional learning community in which students are the core focus.

### **Common Prep Schedule**

Pre-Kindergarten Thursday Period 7

Kindergarten Tuesday Period 2

First Grade Wednesday Period 2

Second Grade Tuesday Period 6

Third Grade Monday Period 3

Fourth Grade Monday Period 6

Fifth Grade Monday Period 6

Sixth Grade Wednesday Period 8

Seventh Grade Thursday Period 7

Eighth Grade Friday Period 7

Science Thursday Period 7

Special Education Friday Period 2

PPT/RTI Friday Period 3

Safety Thursday (monthly) Period 3

School Leadership Team Every other Friday 3:30 P. M.-6:00 P. M.

2015- 2016 Common Planning Time Schedule will be offered at different times but all the teams will be the same.

Data analysis is embedded in each academic team meeting agenda. Every team has a facilitator and conducts itself according to a common protocol using an agenda. The teachers examine student work; develop next steps, and share their findings at monthly staff meetings. The teams also discuss student goals and set benchmarks to track student progress--targeting areas of student need to assure student mastery.

Professional development sessions, in the following areas: Scantron, data analysis, and flexible grouping to enhance their ability to target at-risk students and students who have been referred to the School Based Support Team for intervention, are provided for each teacher team. Grade specific special education teachers participate on the teams, as well as the ELL teacher; this provides the opportunity to for all educators affecting student academic progress to discuss the appropriate entry points into the curriculum for the SWD's and ELL's, as they review student work. Teachers also meet to develop instructional practices that strategically support academic interventions to meet all student instructional needs. In addition, teacher teams share best practices that are aligned with the findings of various assessment data to monitor student progress.

Ultimately, teacher teams empower teachers to play meaningful roles in determining the directions of the school's curricula. P.S. 138 takes pride in the roles team take in implementing the vision and mission of the school.

- Grade level teams take part in lesson design, which results in pivotal DOK questions being included in individual lesson plans.
- Professional development teams design and initiate a varied study groups to research and implement writing across all content areas.
- Content area subject-specific focus groups meet and plan for math, science, social studies, ELA, technology, physical education, health and the arts in order to integrate contents among the literacy and writing standards. This resulted in the creation of integrated curriculum maps.
- Veteran teachers provide mentoring sessions to mentor newly appointed teachers, and at risk teachers with help in planning, demonstrating lessons, discussing and developing instructional plans that will meet the needs of all learners throughout the school year.

- Teachers, supervisors, and the school Inquiry Teams compile and utilize data to drive instruction and enhance teaching methodology to create inquiry teams based on grades, content, and academics.
- Curriculum modification during collaborative Inquiry Team meetings to foster and align differentiated instruction through UDL, and to utilize scientific research based practices for students with diverse needs.
- Needs assessment conducted to identify areas that teachers need to improve, which result in individual professional development plans.

## 17K138 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	682	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	10	# Music	1	# Drama
# Foreign Language	7	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	80.7%	% Attendance Rate		90.0%
% Free Lunch	83.5%	% Reduced Lunch		3.0%
% Limited English Proficient	7.1%	% Students with Disabilities		14.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		84.6%
% Hispanic or Latino	8.6%	% Asian or Native Hawaiian/Pacific Islander		2.0%
% White	4.0%	% Multi-Racial		0.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	13.83	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		2.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		4.96
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	23.1%	Mathematics Performance at levels 3 & 4		24.2%
Science Performance at levels 3 & 4 (4th Grade)	80.9%	Science Performance at levels 3 & 4 (8th Grade)		72.2%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		96.6%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5A – Framework for Great Schools Element – Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

P.S. 138 is a K-8 school located in the Crown Heights section of Brooklyn, New York. Approximately 708 students are enrolled in this school. The race/ethnicity breakdown is as follows: 2% Asian, 85% Black, 9% Hispanic, and 4% White. The student attendance rate for the year, 2014-2015, is 90%. To increase the attendance rate of our students, we are currently implementing a monthly assembly program to recognize students with perfect monthly attendance. We have also implemented the messenger service system, which immediately notifies parents of his/her child’s absence. The teacher attendance rate is 97%. Student achievement on the NYS ELA assessment, for the school term 2014-2015, reflects that 23% of the students in grades 3-8 met state standards. While on the state NYS math test, 24% met standards. Further data shows that 94% is the average pass rate for courses in math, English, and social studies. 83% of the 8<sup>th</sup> grade student body earns English High School credit for 9<sup>th</sup> grade. Based on the 2014-2015 data, there is a need to provide continual professional development activities for special education teachers and teachers of English Language Learners.

Based on student data, there appears to be a need to further improve teacher effectiveness by developing a shared understanding of instructional excellence as per the Common Core Learning standards and the Danielson Teaching Framework. To enhance pedagogical staff ability to design questioning techniques while promoting student higher thinking skills and writing across all curriculum (Domain, 1 and 4) PS 138 conducted a needs assessment during the month of May 2015; it was revealed that most pedagogical staff wanted additional training in (3B) Questioning and Discussion Techniques, (3D) Questioning and assessing lessons, writing across the curriculum, and additional in math professional development in areas such as modeling and using data to drive instruction.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 5% 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 tests (Domain 3D).

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>(Domain 4E)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.</p>	<p>Teachers in grades Pre-K to 8.</p>	<p>September 2015 through June 2016</p> <p>There will be a midpoint assessment in February 2016 to monitor students progress.</p>	<p>Administration</p>
<p>(Domain 4E) 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</p>	<p>Teachers in grades Pre-K to 8.</p>	<p>September 2015 through June 2016</p> <p>Midpoint assessment in February to monitor students progress.</p>	<p>Administration</p>
<p>( Domain 3C) Initiate a school wide focus group to read and discuss The Art of Questioning: An Introduction to Critical Thinking by Daniel Framework to enhance teachers questioning techniques and writing across the curriculum.</p>	<p>Teachers in grades Pre-K to 8.</p>	<p>September 2015 through June 2016</p> <p>Midpoint assessment in February 2016 to monitor students progress.</p>	<p>Professional Development Team, Grade Leaders &amp; Educational Consultants</p>
<p>(Domain 1A, 4E))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. The entire school community will be engaged in professional development base in improving writing across the curriculum and the arts of questioning.</p>	<p>Teachers in grades Pre-k to 8.</p>	<p>September 2015 through June 2016</p> <p>Teachers will meet in January to assess the quality of their PDs and create a new Needs Assessment to schedule more PD.</p>	<p>Professional Development Team, Grade Leaders, Educational Consultant  s, Parent Coordinator &amp; Administration</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

We will use the teaching staff, educational assistants, ESL teacher all members of the School Based Support Team, educational consultants, as well as the administration team.

The budget is scheduled to cover the expenses during the school year. In addition, the budget must cover all the instructional initiatives to adequately run the school.

- Purchasing materials
- Per Diem and per-session for teachers and paraprofessionals
- Parental involvement
- Special needs students and English language learners
- Technology and other expenses

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP	X	Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By June 2016, there will be 5% increase in the ELA and Math state exam. In addition, Students will show a 5% increase in their lexile level for Achieve 3000 assessment by June 2016 , which will be indicated by a growth in the performance all students including General Education, Students with Disabilities, and English Language Learners.

By February 2016, there will be a midpoint assessment in ELA, Math, Science and Social Studies to assess students progress toward achieving their goals. Teachers will be able to measure students' growth by comparing baseline scores to the midpoint scores. They will be able to provide RTI to those students who need additional support and differentiate their instructions base on data.

**Part 5b.** In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### **Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

P.S. 138 scored a well-developed in the Quality Review for School Environment. The reviewer was satisfied with the structure that is in place to support students academically, emotionally, socially, and culturally. They find that the academic intervention that the school provides for its pupils, positively impacts student learning and emotional need.

Every child has an adult in the school he or she can confer with to advocate on his or her behalf. ELL students are partnered with staff members who speak their language and who can identify with their particular culture. Our mission statement asserts that we can improve teaching and learning to improve student academics by creating a school culture where individuals have the same goals and same mind set, to provide a safe and nurturing environment for the students.

Teaching students to be involved in their environment will provide growth and safety while they are being nurtured. Students will be able to self-regulate their behavior and make positive choices and rational decisions--providing for a strong culture in the school. Students set their own academic goals with high expectations and rigorous work effort. The teachers use data to improve academic achievement, keep students on track, and decrease behavioral problems. Teachers, parents, administrators, guidance counselor, social worker, and support staff are constantly working collaboratively to assist students and to keep them safe--making changes as needed-- through positive reinforcement and cooperation. All students feel safe when they are actively engaged in activities throughout the school such as student government, community service, peer tutoring, and conflict resolution; these structures and activities provide a safe environment for all.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, Students suspension will reduce to at least 50%. This will occur by reducing the number of students being suspended from 13 to 6; perhaps eliminating the suspension process. This will occur by providing students a nurturing environment where students are being supported academically and emotionally by all constituents of PS 138 and engage in reflection and discussion regarding positive behavior.

This type of support causes a decrease in number of students being suspended during the school year. All students will feel welcomed and they have someone to relate to.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Guidance Counselor will train students to use Skoolbo to improve academics while making learning fun and competitive.</p> <p>During Professional Development staff will learn about disproportionately of suspension, teachers will develop a better understanding of student behaviors, to decrease suspensions.</p> <p>Victory Theater brings art and theater into the classrooms to cultivate skills through the performing arts.</p> <p>Dignity for all students act. Students participate in contest to create posters, poems and classroom presentation about dignity for all.</p> <p>Anti-Bullying. Students attend assemblies and have open forum discussion.</p> <p>PBIS Program uses positive behavior intervention strategies to discuss character and raise self-esteem awareness in students.</p>	<p>All students: Gifted and talented students, general population, bottom third, ELL's, students with disabilities, and STH</p>	<p>September 2015- June 2016</p>	<p>Overseer: Mr. St Victor</p> <p>Implementers:</p> <p>Guidance counselor, The Dean of discipline, Social Worker, School Psychologist, Classroom Teachers, Sixth grade science teacher</p>
<p>STH students in temporary housing are monitored on a continuous basis. They are provided with counseling sessions if needed, and basic school supplies, including uniforms. These students receive at risk counseling if deemed necessary.</p> <p>Parent coordinator and other support staff will maintain communication with the STH family and</p>	<p>Students in Temporary Housing</p>	<p>September 2015 to June 2016</p>	<p>Guidance Counselor, Family workers, Parent Coordinator, Dean, School secretary</p>

<p>their counselors in order to provide maximum support for the students in question.</p> <p>The Beacon After-school program helps students with their homework and social development. The mission statement states that we can improve teaching and learning to improve student academics, by creating a school culture where individuals have the same goals to provide a safe and nurturing environment for the students.</p>			
<p>At risk students such as the bottom third are involved in Respond to intervention by the RTI team. Once they are identified, they receive tiered instruction by their teacher or by an additional staff through tier one or tier two. Additional materials are used according to students' instructional need.</p> <p>Push in additional staff during literacy and math instruction for additional instructional support.</p> <p>Using technology base instruction to assist students in needs and accelerate those students who are functioning above level.</p> <p>Teaching coping mechanism so they can control their behavior when experiencing a trigger for crisis.</p>	<p>Level one students, Ells, Students with behavior or emotional problems</p>	<p>September 2015 to June 2016</p>	<p>Respond to intervention team, ESL Teacher, SETTS teacher, Math teacher, Reading Teacher, Paraprofessionals, Science Teachers, technology teacher</p> <p>Guidance counselor, school Social Worker, Family Worker</p>
<p>At P.S. 138, the guidance counselor and school social worker provides students with disabilities, at risk students and ELL's with counseling and support, to make the transition or meet the needs of families. SIFE students are taught life skills and basic education so that they can catch up with other students in their grades.</p> <p>The school social worker is also involved in providing these services.</p> <p>English language teacher provides mandates 90 minutes ESL instruction to ELL's students who score below 40% in the LAB assessment.</p> <p>Parent coordinator provides workshops for ELL's parents.</p> <p>Translators are hired during Parent teacher conferences to translate for parents who speak a language that are not represented in the school. ELLS</p>	<p><b>English language learners</b></p>	<p>September 2015-June 2016</p>	<p>Guidance Counselor, Social Workers, ESL teacher, Alternate Placement Language Paraprofessionals, Crisis Paraprofessionals, Parent Volunteers, classroom Teachers</p> <p>District Guard.</p> <p>Parent coordinator, family workers, support staff:</p> <p>Contracting translators in Arabic, Hindi, Fulani</p> <p>For Parent Teacher Conference</p>

<p>Parent engagement weekly during Tuesday afternoon sessions. Parent coordinator offers parent workshop on behavior modification.</p> <p>Teachers discuss strategies to positively assist their children 's behavior.</p> <p>Monthly Progress reports sent home monthly.</p> <p>Conduct sheet signed by parents.</p> <p>Open school parent conferences occur four times a year.</p>			
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**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<p>The safety team consists of the: Guidance Counselor, School Guard, Dean, Family worker, School Social Worker, School Psychologist, School Security Agents: Edward, Mc Clean, and Ford, The custodian, School Nurse, a member of the Cafeteria staff, a member of Success Academy and The Assistant Principal in charge of safety; these people are also involved in providing students emotional support in order to build students’ self-esteem . They are in contact with students’ teachers and parents on a regular basis and they meet frequently in addition to the monthly safety plan while addressing students’ emotional needs and how to keep the school safe and orderly. They collectively decide create structure to support students in order for them to function in s a safe environment.</p> <p>We will monitor the progress of this by:</p> <ul style="list-style-type: none"> <li>-Implementing positive behavior modification by raising students self-esteem</li> <li>-Conduct assemblies recognizing academic and social achievement on a monthly basis</li> <li>-Implement PBIS</li> <li>-Create different clubs for students as extra curricular activities</li> <li>-Involved parents by providing Cool Culture passes so that they can take their families to different cultural institutions</li> <li>-Students will be enriched by participating in trips that are aligned with the curriculum.</li> </ul> <p>Suspension will be reduced by 50% or more.</p>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The team will meet continually, assessing student behavior and calculating the progress that they make toward reaching specific goals in reducing the suspension rate to less than 13. They will activate different support systems to help students develop positive behavior throughout the year. They will communicate with students' parents and teachers while creating a specific structure base to address students' emotional and instructional needs.

The school will use a variety of resources to achieve this goal, including optimally implement personnel coaches, grade leaders, classroom teachers, ELL teacher, parent coordinator, guidance counselor, and other resources, such as Title I funds, per-session funds for collaboration, Title III for ELL's. Student support and tax levy for general supply Code 130.

In addition, we will utilize resources from CBO, in the afternoon, when students obtain homework help, emotional support, enrichment, and remediation.

As a result students' behavior will improve in the classroom and elsewhere. Their attendance will improve by 1 to 2 % and they will function a a higher academic level I..

By June 2016 students will show a 1 to 5 % increase in their State ELA and Math scores.

This measure will be monitored by assessing students in February 2016 in ELA and Math with the Benchmark midpoint exam. Teachers can compare students midpoint performance with their fall baseline performance to assess student academic growth in ELA and Math..

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

A great foundation for classroom teachers is for teachers to continuously meet, plan, and discuss student academic progress, using the data to customize instruction to address student individual needs. Teachers will plan and collaborate during common planning times, Monday afternoon professional development , and Tuesday reflection time in order to address the diverse needs of the students.

This collaboration will include teachers planning together, performing inter-visitations, demonstration lessons for one another, discussion and self-reflections of strengths and weaknesses to determine areas in need of improvement to adjust their practices accordingly.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016%, 80 % of our teachers will be using ATLAS Protocol while conducting inquiry approach teacher team meetings and professional development. This approach will enable teachers to conduct data inquiry and use the information to differentiate instruction. I will facilitate the school to increase its test scores by 5% in State ELA, Math and Science scores.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>(Domain 4E)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.</p> <p>(Domain 4E) 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</p> <p>(Domain 3C) Initiate a school wide focus group to read and discuss The Art of Questioning: An Introduction to Critical Thinking by Daniel Framework to enhance teachers questioning techniques and writing across the curriculum.</p> <p>(Domain 1A, 4E))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. The entire school community will be engaged in professional development base in improving writing across the curriculum and the arts of questioning.</p>	<p>All teachers will participate.</p>	<p>September 2015 to June 2016</p>	<p>Facilitators:School Administrators, Teacher Leaders, Coaches, ELL teacher, Special Education Coordinator, Parent Coordinator.</p> <p>Professional Development done by Classroom Teachers and Instructional Specialist</p>
<p>(Domain 4 A) To provide professional development for ESL teaching strategies to accommodate ELL’s learning styles and language acquisition and assimilation strategies.</p> <p>(Domain 1 A, 4E)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 writing. Content are</p>	<p>Classroom teacher who has ELLS in their classes.</p>	<p>September 2015 to June 2016</p>	<p>The strategies will be instructed by the ESL teacher. The classroom teachers are responsible to provide accommodation for Limited English Language Learners in order to effectively differentiate instruction.</p>

<p>teachers will be involved in continuous training in curriculum integration so that they become knowledgeable in implementing the Danielson teaching framework.</p> <p>(Domain 4E)To utilize Lead Instructional Specialist for literacy, special education and mathematics, to offer ongoing professional development to all of PS 138’s teachers in the content areas twice a month.</p> <p>(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.</p> <p>(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.</p>			
<p>Create parent/teacher partnerships through on-going, purposeful, and accountable dialogue and communication.</p> <p>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.</p> <p>Utilizing the Tuesday after school Parental Involvement time to reach out to parents and meet with parents to inform them about their children’s progress.</p> <p>Provide parent workshops given to inform them of the College Career Standards.</p> <p>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.</p> <p>Provide professional development in regards to city, state, and federal standards.</p>	<p>All pedagogical staff members , Parent Coordinator and parents</p>	<p>September 2015 to June 2016</p>	<p>Increase parental involvement and articulate strategies to teach their children. We want to create partnership with the parents.</p> <p>Parent Coordinator, Guidance Counselor, Family Worker, SBST, Teachers, Administration, Friends of Crown Heights, and the Medgar Evers Beacon Community</p>

<p>Encourage parents to share their expertise and to attend forums where they can ask, answer, and clarify questions pertaining to student achievement.</p> <p>Establish programs that will provide advice and training in regards to parenting skills—social and academic.</p> <p>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.</p> <p>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</p> <p>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.</p> <p>Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening.</p>			
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**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
P.S. 138 has a full time parent coordinator that works closely with parents in all of the grades. There are two family workers. One is in charge of attendance and communication with parents from grades K to 8. The other works solely with Pre-Kindergarten parents. There is also a Dean of Discipline issues at the school. There is also a Guidance Counselor who addresses behavior and academic issues as well. The Guidance Counselor works closely with parents throughout the year. The parents are also served by the School Based Support Team, School Psychologist, Social Worker and classroom teachers.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>	X	<b>Title I SWP</b>	X	<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>	X	<b>Title III, Immigrant</b>

	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The team will meet continually, assessing students' behavior and calculating the progress that they make toward reaching specific goals and reducing the suspension rate to less than 13. They will activate different support systems to help students develop positive behavior throughout the year. They will communicate with students parents and teachers while creating a specific structure based to address students emotional and instructional needs.

The school will use a variety of resources to achieve this goal, including optimally implement personal coaches, grade leaders, classroom teachers, ELLs teacher, parent coordinator, Guidance counselor, and other resources, such as Title one funds, Per-session funds for collaboration, Title III for ELLs. Students support and tax levy for general supply code 130.

In addition, we will utilize resources from CBO, in the afternoon, when students obtain homework help. emotional support, enrichment, and remediation.

By February 2016, the team will meet to assess students progress according to class and grade. They will compare students progress from the baseline assessment to the midpoint assessment. They will then adjust their instruction in order to address student's needs.

By June,,2026, there will be a 1 to 5 % increase in ELA and Math state exams.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### **Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The school received a Well-developed rating in the Quality Review Indicators 1.1, 1.2, 2.2, and 3.4. We received a proficient in the Quality Review Indicator 4.2.

#### 1.1

The school is doing extremely well in the area of curriculum and instruction. P. S. 138 scored a Well-developed Rating in Curriculum and Instruction. School leaders and faculty ensure that curricula are aligned to the Common Core and strategically integrate the instructional shifts. Curricula and academic tasks are planned and refined using student data. Schools leaders and the school community ensure engaging rigorous and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core learning Standards and all content learning standards.

1.2. We were celebrated by the Quality Reviewer for our ability to engage students in learning. Across the vast majority of classrooms , teaching practices strategically provide multiply entry points, and high-quality support extensions to the curricular. Student work products in decision reflect high level of thinking thinking and participation.

All learners including ELL's and students with SWD's are engaged in appropriately challenging task and demonstrate higher-order thinking skills and ownership in student work product.

#### 2.2 School Assessment

The school uses common assessments to create a clear picture of student progress toward goals across grades and subjects. ,tracks progress, and adjust curricular and instructional decision. Across the vast majority of classrooms teachers assessment practices consistently reflect the varied use of ongoing checks for understanding and student self-assessment.

#### 3.4 High Expectation

School leaders consistently communicate high expectation to the entire staff and provide training. School leaders and staff effectively communicate expectations connected to a path to college and career readiness, and provide focused feedback to all students. Impact a culture of mutual accountability for high expectations exist at this school. The school has successfully partnered with family to support student progress towards those expectations. All students own their educational experience and are aware of their next learning steps.

#### 4.2 We scored a Proficient in Teacher Teams and Leadership Development

Teacher teams consistently analyze assessment data and student work for students on whom they are focused, Distributed leadership structures are in place within this school. Team analysis of assessment data and student work

has work has resulted in improved teacher practice and progress toward goals for groups of students; however, regular documentation of the team's discussions to connect team participation in collaborative work to improvements in teacher practice is not systematic. Teachers have built leadership capacity and have a voice in key decisions that affect student learning across the school.

We need to improve in following the Atlas Protocol during our Professional Development activities. This procedure will enable us to properly analyze data in order to adjust the curriculum to meet all students needs.

with the school and outside agencies should the parent need additional assistance. Teachers communicate with parents through text message, email, telephone, and letters. Parents feel like they are welcome, and they view the school as part of their family.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 P.S. 138 will show a 5 % increase in the ELA and math scores, from the New York state exams.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>P.S. 138 uses ReadyGen, GoMath, CMP3 and Codex as its instructional programs. Teachers were trained for 2 consecutive years in these programs during the Summer and throughout the school year. These programs allow teachers to utilize effective research based instructional program while they teach their students.</p> <p>School administrators were also trained in using ReadyGen, Go math, CMP3 and Codex. The</p>	<p>All classroom teachers and administrators.</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, Teacher Leaders, Coaches and Parent Coordinator</p>

<p>administrative staff along with the professional development and assessment team were trained in Advanced, MOSL and collaborative planning.</p>			
<p>The school is committed in offering the best educational experience to all of its pupils. We do that by collaborating among ourselves.</p> <ul style="list-style-type: none"> <li>• Principal conducts cabinet meetings with her assistant principals</li> <li>• The School Leadership Team meets twice a month</li> <li>• Grade level planning conducted by grade leaders</li> <li>• Principal meets with Parent Coordinator, Family Workers and Dean to plan for parent events</li> <li>• Principal collaborating with other principals in District 17 to observe best practices</li> <li>• Principal meeting with grade leaders to share information with them in order to share information with the grade leaders to turn key the information with other teachers</li> <li>• Teachers use the ATLAS Protocol to analyze data and adequately plan for diverse groups of students in their classes, ELL's, SWD, STH and gifted students</li> </ul>	<p>All classroom Teachers, Assistant Principals, parents, SBST, and students.</p>	<p>September 2015-2016</p>	<p>Principals, Assistant Principals, Lead Teachers, Parent Coordinator, Family Worker and Dean of Discipline</p>
<ul style="list-style-type: none"> <li>• Principal meet with the school leadership team member. To discuss vital information relating to curriculum and instruction and school environment. They plan together throughout the school year and play a vital role in writing the CEP.</li> <li>• Principals work with assistant principals to convey her vision and plan accordingly for the benefit of all students: ELL's, SWD's, STH and the Gifted and Talented.</li> <li>• The school has instructional teams that meet on regular basis that plan curriculum teams, Data Teams, Professional Development Team, Response to Intervention Team, School Based Support Team, School Leadership Team, MOSL Team, Positive Behavior Team and Enforcement Team</li> </ul>			

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
This goal is achievable to multi-usage of resources. Staff are trained in many areas to facilitate the use of their talents. the following staff are available: Assistant Principal, Math Coaches, Grade Leaders, ESL Teacher, Dean, Parent Coordinator and Family Workers.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By June 2016, there will be a 1 to 5 % increase in students performance in ELA and Math state exams.  There will also be an increase in the performance of students in the February midpoint assessment in comparison to the baseline Fall assessment. This midpoint data will provide teachers crucial information for them to address students needs and reaching the annual goals.of %.1 to 5.  The school keeps agendas of all professional development activities:  <ul style="list-style-type: none"> <li>• Cabinet meetings</li> <li>• Common Planning Agendas</li> <li>• Curriculum development</li> <li>• Parent outreach</li> <li>• Special events The school community debriefs on the events to assess its success and address areas in need of improvement.</li> </ul>
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

P.S. 138 has several strengths. We have a strong PTA organization that works with the parent coordinator, teacher staff, and administration to service the entire school community. They work with family workers, instructional specialists, and outside consultants to provide workshops for the parent population of the school. They attend training offered by the district and outside organizations to broaden their curriculum knowledge, behavior modification, and other important issues. They conduct PTA meetings on a monthly basis in collaboration with the Beacon Crown Heights Program. They have a monthly newsletter that highlights important school events. Parent leaders volunteer in classrooms, the cafeteria, and in the assistance of school personnel, daily. The parents are highly aware of pertinent school data relating to test scores, attendance, the school’s snapshot, CEP, and budget. They are an integral part of the school. They make up fifty percent of the School Leadership Team. They are advocates for student learning and they help other parents in need of assistance. They also participate in fund raising activities to defray the costs of graduation, trips, and unforeseen expenses. P.S. 138 is their home away from home. They feel comfortable being here. We scored a well-developed, on the Quality Review, in Parental Involvement. The parent survey indicates that 93% of our parents are satisfied with the instructional core. 90 % are satisfied with our system for improvement, and 88% show satisfaction with school culture. Although, the data indicates that we surpass the city average in our school survey, we still recognize that there is need for further improvement of our school culture.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the school will improve communication to parents and families and provide a greater number and more accessible opportunities for parental involvement, which will lead to a 25% increase in parents who respond to the NYC School Survey. In addition, by June 2016, there will be a 25% increase in attendance in parents workshops, PTA meeting and parent volunteers.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
1. Everyone – Those persons having needs will be provided resources both socially and educationally	All	Sept. 2015-2016	Parent Cord., Family Workers, Guidance Counselor, PTA, PAC, Instructional & Support Staff
1. Disabilities – Parents and students will be given services to meet their individual needs	Persons who meet the criteria	Sept. 2015-2016	Parent Cord., Family Workers, Guidance Counselor, PTA, PAC, Instructional & Support Staff
1. English Language Learners – Parents will be informed of services (including workshops) available to them. Translators will be provided as needed	ELL Students & Parents	Sept. 2015-2016	Parent Cord., Family Workers, Guidance Counselor, PTA, PAC, Instructional & Support Staff
1. Shelter Students – Parents and Students who meet criteria will be informed of all resources available to them	Students & Parents	Sept. 2015-2016	Parent Cord., Family Workers, Guidance Counselor, PTA, PAC, Instructional & Support Staff

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Quite a few staff will be involve in this initiative: Parent coordinator, Guidance counselor, Family worker, Dean, SLT, Principal, class room teachers and the technology specialist.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded	X	In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By June 2016, the school will increase communication with parents by 50 %. The school will set additional communication system in addition to back packing, massive automatic dialing, texting and calling. Individual teacher will set their own Web pages to frequently communicate with parents. The school will also set up its own Web page

to post different features about the school. We will be able to measure our progress by the monitoring the number of parents participating in workshops, responding to our Emails and visiting our website during the 2015-2016 school year. The PTA cabinet and other member of the school Leadership Team will meet to evaluate our progress in communicating with parent and parental involvement

By February February 2016, parental involvement activities will increase by at least 30% which is an indication that we close to our goals. this will be done by creating specific parental and community aligned activities. Teachers must organized specific activities with their students for parents to attend, there will also be other activities that parents can be involved with in addition to workshops. such as: curriculum day and evening activities, Students lead activities , students celebrations and using social media, texting, emailing and phone contact.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</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>English Language Arts (ELA)</b>	<p>Students who are functioning one or more years below level in N.Y. State ELA Exam, DRA, or the MOSL.. 28% are Level 1.</p> <p>English language Learners who need to become English proficient. 50% of ELL's need to become English proficient.</p> <p>Students with learning disabilities.</p> <p>27% of SWD Level 1</p> <p>Students with emotional problems.</p>	<p>Pre-K-5 will use )Ready Gen, Other literacy books based on Fountas and Pinnell. Grades 6-8 will use Code X</p>	<p>Tiered One activities which is whole class focusing on data-driven instruction. Small group instruction provided by service providers.</p>	<p>Regular teaching hours, before and after school.</p>
<b>Mathematics</b>	<p>1Students are identified for AIS in Mathematics based on their functional levels indicated by NY State Math assessment, MOSL, Unit Test and other unofficial assessments.</p> <p>26% scored Level 1</p>	<p>CMP3 and GoMath</p>	<p>Whole class focusing on data driven differentiated instruction, small group instruction and one-to-one.</p>	<p>Regular teaching hours, before and after school.</p>
<b>Science</b>	<p>Students who are functions below level</p>	<p>Pre-K - 5 Hartcourt Brace, grade6-8</p>	<p>Not applicable. Science teachers tutor students who</p>	<p>During teacher preparation time or</p>

	<p>indicated by the fourth grade ILSPT.</p> <p>2% scored below grade level.</p>	<p>Glencoe Science, McGuire Hill</p>	<p>don't show progress in science.</p>	<p>after school on a voluntary base.</p>
<p><b>Social Studies</b></p>	<p>Students who perform below level in the MOSL.</p> <p>14% of the students scored below level in the MOSL.</p>	<p>Grades 6-8 use Prentice Hall</p>	<p>Social Studies teacher integrates Social Studies with literacy and math when applicable. Students use technology to research different topics in Social Studies.</p>	<p>During Social Studies instruction.</p>
<p><b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Students who are showing difficulty adjusting emotionally.</p> <p>2% of the students receive mandated counseling and .4% of those students receive at risk counseling.</p>	<p>Counseling small groups, and individual for mandate and non-mandated students.</p> <p>The at risk students receive counseling by the social worker.</p>	<p>Push in and pull out for academic intervention as per academic and emotional needs.</p>	<p>During the regular school day.</p>

## Section 7: Title I Program Information

### Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

### Part 1: Title I Status

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

### Part 2: All Title I Schools

#### 2a. 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.
P.S. 138 collaborates with higher education institutions such as: Medgar Evers College, LIU, Pace, Columbia University and other colleges by allowing student teacher and other educators time for their internships. They sometimes volunteers after graduating in order to gain additional experience. The administrative staff works with these interns and has a pool of teachers available to select in case there is a vacancy.

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>The Professional Development team met during the summer of 2015. They planned the topics that they will cover during the academic year of 2015-2016. They also created a calendar for the entire school year.</p> <ul style="list-style-type: none"> <li>• The Math Coach will provide continuous professional development to staff reviewing common core</li> <li>• Mentor teachers will mentor newly hired teachers</li> <li>• Teachers will perform inter-visitation of their peers and other schools.</li> <li>• Teachers will perform demonstration lesson for their peers and teacher of other schools</li> <li>• Teachers attending content specific professional development</li> <li>• Teachers will reflect on their practices.</li> </ul>

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
P.S. 138 is a SWP School.

#### 3b. 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).

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.

#### **Part 4: SWP Schools Only**

##### **4a. 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 on site 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 and other pertinent aspects of the building.
- 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-kindergarten 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.

##### **4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

The MOSL Team meets continuously doing the spring to research the best assessment measure that they wanted in order to benefit all students while keeping track of their academic growth during the school year. They selected the Growth Model as their MOSL selection so students' academic growth can be measured during the school year from baseline assessments, benchmarks, and final assessment in May. In addition to the MOSL selection, students from Kindergarten to the second grade take the DRA at the beginning of the school year and the end of the school year. The remainder of the student population grades 3 to 8 takes the Scantron assessment system in ELA. Teachers assess students at the end of each unit of studies in ELA, Math, Science, and Social Studies.

### Professional Development

Members of the MOSL Team attended professional development session on MOSL sponsored by Tweed, Assessment Department, and the Network level on:

- Analyzing Data
- The Bottom Third
- Differentiated Instruction

Team members turn keyed the information that they obtained to other staff members. Teachers were able to create differentiated groups for instructional purposes. They were able to analyze students' progress and work on appropriate lessons in addressing students need. As a result, student engagement practices increased and the students mastered the intended instruction skills at a faster rate.

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	527,080.00		X
Title II, Part A	Federal	203,364.00	X	
Title III, Part A	Federal	11,200.00	X	
Title III, Immigrant	Federal	0		

Tax Levy (FSF)	Local	3,267,107.00	X	
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**<sup>1</sup>Explanation/Background:**

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

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

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

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

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

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

**Important Note:** The following funds may not be consolidated:

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

**Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school’s policy.

Your school’s Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

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**Parent Involvement Policy (PIP)**

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 the school. P.S. 138, 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 the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of their children’s education. Parents are encouraged to active participants of the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed school community members. **P.S. 138** 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 the school community.

The school's Parent Involvement Policy was designed based on a careful assessment parents/guardians, including parents/guardians' ELL needs and that of students with disabilities. The 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 the 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 to 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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 parent 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, School Quality 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, wherein all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

The 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 with instructional materials for 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 (SPC)

Public School 138, 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 on assessments.

#### I. School Responsibilities:

- Provide high-quality curriculum and instruction consistent with Common Core 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 st 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 with 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 to 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.

### School-Parent Compact

P.S. 138, 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.

P.S. 138 strives to have an effective relationship with its parents, creating an environment that is positive. This attitude creates positively 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 effectively work as one body (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

Provide general support to parents by:

- 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.
- 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 child'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.

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.

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

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

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

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

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

Part A: School Information	
Name of School: <u>P.S. 138</u>	DBN: <u>17K138</u>
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
Total # of ELLs to be served: <u>39</u>
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: <u>1</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>0</u>

## 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: \_\_\_\_\_ Rationale:

At P.S. 138, the Title III Supplemental Program for ELLs is a strong, student-centered program designed to enhance the academic performance of our students. The program supplements mandated instruction for ELLs enrolled in general education and special education classes. Students actively attend our before school program, Title III AM Academy. The Title III program enables the certified ESL teacher to provide standard-based instruction that addresses each student's academic, linguistic and socio-emotional needs. As a student-centered program, instructional services are aligned with students' IEPs and individual data-driven goals with supporting action plans. 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 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 varied levels of English language acquisition are encouraged to work together in critical thinking groups. This cooperative learning style, supports group assessment in conjunction with individual accountable through their participation and work. Students will receive supplementary instruction in the following academic subjects: ELA, math, social studies and science. Students' academic needs are addressed in order to prepare them for standard-based, grade level instruction.

Instruction is driven by formative and summative assessment data. With the support of the 2013- 2014 Title III Grant, our ELLs made academic progress on the NYSESLAT. Thirty-five percent of ELLs advanced from the intermediate level of language acquisition to the advanced level of language acquisition. Sixty percent of ELLs showed growth at the beginning and intermediate levels of English language acquisition. The continued funding of the Title III Grant is needed to enhance our students' academic performance. Our ESL teacher addresses the academic needs of each student by aligning instruction for ELLs who are scheduled to take the Common Core ELA and math assessments. Throughout the program, the teacher assesses the students' academic progress in ELA, math and science by developing and maintaining data portfolios.

Title III AM Academy will incorporate the RIGOR Program, AWARD Reading Program and ReadWorks into the instructional format. The RIGOR Program is designed for SIFE students and ELLs who read below grade level. This program develops students' phonemic awareness, comprehension and vocabulary development. The AWARD Reading Program is an online, research based program that is designed to improve students' fluency and reading comprehension skills. It is a program that actively engages the students with animated stories from a wide array of multicultural books. The AWARD Reading Program supports the Common Core State Standards. The ReadWorks curriculum provides research-based units, lessons and texts that are aligned to the Common Core State Standards. ReadWorks gives students an opportunity to develop their reading comprehension and analytical skills by exploring both informational and literary texts. The high interest literary passages are supported with evidence-based question sets. As the students read with a purpose, they become critical thinkers with the ability to comprehend text that is written in their second language.

Subgroups and Grade Levels:

## Part B: Direct Instruction Supplemental Program Information

The ELLs population consists of students who are enrolled in general education classes and special education classes. There are currently 37 ELLs in grades K - 8. Seven students with interrupted formal education and five long term ELLs are participants in the program. An additional eight former ELLs are encouraged to participate in the program for a total of 45 ELLs. Title III AM Academy have two classes. One class is designed for elementary school students in grades K - 4. The other class is designed for upper elementary and middle school students in grades 5 - 8.

### Schedule and Duration:

Title III AM Academy will be implemented for six months beginning in December 2014 and ending in May 2015. A total of 95 sessions will be conducted during the Title III AM Academy. Students are scheduled to attend supplementary classes from 7:30 AM to 8:30 AM. Classes are held from Mondays to Fridays. The elementary students will attend classes on Mondays and Wednesdays. The middle school students will attend classes on Tuesdays, Thursdays and Fridays.

### 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. Native language supports is used to enhance students' academic vocabulary and comprehension. Students continuously use bilingual dictionaries and multilingual websites.

### Certified Teachers:

The Title III AM Academy will be taught by Ms. Charles. The ESL teacher is certified and possesses a NYCDOE license to teach English as a Second Language.

### Materials:

The program will utilize the comprehensive research based programs AWARD, RIGOR and ReadWorks. The program will purchase two iPads and a projector in order to visually engage students during the interactive learning process. It will also purchase bilingual dictionaries in order to develop students' academic vocabulary and literacy skills across the content areas. Other consumable materials needed to implement the program are notebooks, workbooks, folders, printer ink and paper. The Title III program will purchase "Cool Culture Passes" for parents and their children.

## 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: \_\_\_\_\_ Rationale: \_\_\_\_\_

Professional development for teachers responsible for the instructional delivery and services to English language learners is essential for the academic success and development of our students. Professional development is crucial to build upon the knowledge and skills of teachers of ELLs. Participants of the professional development series learn how to skillfully use technology during instruction. They will discern how to construct an engaging curriculum that supports the academic growth and development of students. Teachers who actively participate in quality instructional professional development sessions gain understanding of best instructional strategies for students' academic progress and success.

### Teachers to Receive Training:

The ESL teacher and early childhood teachers who participated in a professional development session provided by AWARD Reading staff will actively reflect on the implementation of their practice. As reflective teaching practitioners, the teachers will learn how to evaluate and analyze their instructional strategies. They will reflect upon the logic and reasons for their instructional practice and student

### Part C: Professional Development

grouping decisions. As teachers reflect upon their practice with their colleagues, they will identify areas of successful practices and unsuccessful practices. In conjunction with the reflective practices of educators, students will also be trained to respond reflectively upon what they have learned. The conscious implementation of our teachers' best practices will ensure that our English language learners are taught in a productive learning environment.

Schedule and Duration:

Three professional development sessions will be held during the 2014-2015 academic school year. All sessions will be held on the first Fridays in December, February and April from 7:30 AM to 8:30 PM.

Topics to be covered by on-site professional Development:

Session 1: Differentiating Instruction for English Language Learners - December 2014

Session 2: Challenges for ELLs in Content-Area Classes - February 2015

Session 3: The Role of Reflective Teaching in the ESL Instruction - April 2015

Name of Provider:

Ms. L. Edwards will facilitate the professional development series. She has participated in extensive ESL training. As an experienced workshop presenter, she will skillfully facilitate the professional development series.

### 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:

Active parent involvement is a critical component for students' academic progress and success. Parents of students enrolled in the Title AM Academy will be encouraged to actively participate in parent engagement activities. Five parent workshops are designed to address parents' concerns, students' academic needs and provide information about the school's curriculum and expectations. Since some families have recently arrived in the country, the workshop series will introduce parents and their children to the rich resources available to them at our school and in the community. Involving parents in the academic activities of their children creates family environments which in turn enhances student learning. A parent's role as a teacher is a continual process, the more parents learn, the more they are able to help their child/children learn. Parents who are unable to attend the workshops will receive online web resources - "The Toolkit for Parents and Families."

The selected websites contain parent-friendly information and guides about the ELA and math Common Core Standards. The websites equip parents with information they can use to support their child/children's academic learning. The information on the websites is presented in the following languages: English, Haitian Creole, French, Spanish, Bengali and Arabic. They are provided with a timelines that illustrates how the ELA and math standards progress from year to year. Parents can view these multilingual videos that focus on the Common Core Standards and tips in preparation for college and career readiness. Actively involved parents create supportive communities for our students.

Our parent engagement activity will provide "Cool Culture" passes to parents and their children. This pass will enable families to have access to 90 premiere museums and cultural institutions. They will be able attend the museums and cultural institution during their free time. Trip and visit will occur with individual family. They are not school trips. The "Cool Culture" passes Families who recently moved to New York will be able to benefit from the rich arts and culture of our city at no cost. As families are

## Part D: Parental Engagement Activities

continuously engaged in the experience, the children will be learning and developing their depth of knowledge. There creative venues bond learning into a real-world experience thereby inciting a love of learning. The students' love of learning will ensure their success in school and life.

Parents will receive the following list of online Common Core resources:

National PTA Parent's Guides for Student Success

<http://pta.org/parents/content.cfm?ItemNumber=2583>

Council of Great City Schools Parent Roadmap

<http://www.cgcs.org/Domain/36>

Stand for Children Website

<http://stand.org/national/blog/2012/09/10/common-core-standards-building-strong-foundation-our-childrens-success>

Engage New York Parent and Family Resources

<http://engageny.org/parent-and-family-resources> EngageNY.org

Schedule and

Duration

Five parent

workshops will be held during the 2014-2015 academic school year. All sessions will be held on the second Tuesdays in December, January, February, March and April from 3:00 AM to 4:30 PM.

Topics to be Covered by Parent Engagement Activities

Session 1: The Keys to Academic Success through the Common Core Learning Standards - Dec. 2014

Session 2: ELA Curriculum and Strategies to Effectively complete ELA Homework - January 2014

Session 3: Math Curriculum and Strategies to Effectively Complete Math Homework - February 2015

Session 4: Techology and Community Resources that Promotes Education - March 2015

Session 5: Effective Home Instruction Using AWARD Reading Online Services - April 2015

A luncheon award ceremony will be the culminating activity for the Title III AM Literacy program - May 2015.

-

Provider

The

ESL teacher, Ms. Charles and the parent coordinator, Ms. Drew will plan and facilitate the parent engagement activities. The principal, Ms. Marie Chauvet-Monchik will welcome parents to the parent engagement activities. The following teachers will provide oral interpretation services: Ms. Brutus, Mr. Senat, Ms. M. Letang, Ms. M. Borges, Ms. Y. Mellilo and Ms. Y. Mason. The administration and teachers will work cooperatively in order to welcome our parents and provide a parent-friendly information.

Parent

Notification

Letters

and flyers will be sent to parents in a timely manner in order to support the planning and implementation of effective parental involvement activities. In early November, parents will receive a bilingual letter that list all the dates, times and titles of the five workshops in the parent workshop series. The letters will be written in the parent's first language and English. Parents will receive a monthly reminder about the upcoming workshop. The multilingual letters and flyers will be sent home with the students and via email. Our goal is to actively communicate with our parents and stress the importance of their involvement in their child's academic success. We also want parent to feel welcomed and supported at our school.

-

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <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>	=====	=====