2018-19

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

<table>
<thead>
<tr>
<th>School Name: PS/MS 138</th>
<th>School Number (DBN): 17K138</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEDS Code:</td>
<td></td>
</tr>
<tr>
<td>Grades Served:</td>
<td>Pre-Kindergarten- Eighth grade</td>
</tr>
<tr>
<td>School Address:</td>
<td>760 Prospect Place</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718 467-0800</td>
</tr>
<tr>
<td>Fax:</td>
<td>718-954-3422</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Lewis St Victor</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:mchauve@schools.nyc.gov">mchauve@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Marie B. Chauvet-Monchik</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Hamesh Massey</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Latisha Cobb</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Mr. Lewis St Victor</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Latisha Cobb</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>N/A</td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>Maxine Seals</td>
</tr>
</tbody>
</table>

#### District Information

<table>
<thead>
<tr>
<th>Geographical District: 17</th>
<th>Superintendent: Mr. Clarence G Ellis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address:</td>
<td>1224 Park Place, Brooklyn New York 11213</td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td><a href="mailto:CEllis3@schools.nyc.gov">CEllis3@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Phone Number: 718 221-4372</td>
<td>Fax: 718 221-4326</td>
</tr>
</tbody>
</table>

#### Field Support Center (FSC)

<table>
<thead>
<tr>
<th>FSC: Brooklyn South field Support Center</th>
<th>Executive Director: MauriciereDe Govia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Director’s Office Address: 415 89 Street, Brooklyn, NY 11209</td>
<td></td>
</tr>
<tr>
<td>Executive Director’s Email Address: <a href="mailto:CherylWatson@schools.nyc.gov">CherylWatson@schools.nyc.gov</a></td>
<td></td>
</tr>
<tr>
<td>Phone Number: (718) 759-4862</td>
<td>Fax: 718 759-4863</td>
</tr>
</tbody>
</table>
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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marie Chauvet-Monchik</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Hamesh Massay</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Letisha Cobbs</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Denise Jones</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Letisha Cobbs</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Maxine Seals</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Lewis St Victor</td>
<td>Member/ School Rep</td>
<td></td>
</tr>
<tr>
<td>Yvette Mason</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>James Pieper</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Micyva Alexandre</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Angela Hospedales</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>S. Terry</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Jody Paul</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Shasta Paul</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>George Sandiford</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Latoya Claire</td>
<td>Member/ Parent</td>
<td></td>
</tr>
</tbody>
</table>


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

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction:</strong> 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment:</strong> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers:</strong> 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership:</strong> 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties:</strong> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust:</strong> 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.</td>
</tr>
</tbody>
</table>

**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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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**

<table>
<thead>
<tr>
<th>1.</th>
<th>What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vision</strong></td>
<td></td>
</tr>
<tr>
<td>While striving for excellence, PS 138 will create an all-inclusive, risk-free learning environment where all students are given the opportunity to succeed academically, socially, and emotionally in a culturally diverse world.</td>
<td></td>
</tr>
<tr>
<td>At PS 138, our teams will be engaged in differentiated instruction based on continuous assessments, data analysis while adjusting instructional practices. Students will be empowered to share in the ownership of their learning while</td>
<td></td>
</tr>
</tbody>
</table>
engaging in collaborative and independent work that reflect critical thinking, logical reasoning, and making connections to real world experiences to prepare them for college and career and a successful life.

Mission

Children First! High expectation based on effective effort while teaching students, according to their abilities, all the core curriculum, while using the next generation standards, which includes math, literacy, writing across the curriculum, STEAM and advanced classes in an inclusive and safe orderly environment. This involved staff, students, parents and administrators working collaboratively to find solutions in order to raise academic and social performance for all students so they can be well-rounded individuals who are college and career ready and be productive members of a global society. There is no excuse. Effort is the answer. Failure is not an option.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

P.S. 138 is a K-8 school located in the Crown Heights section of Brooklyn, New York. Approximately 610 students are enrolled in this school. The ethnic breakdown is as follows: 2% Asian, 85% Black, 9% Hispanic, and 4% White. The student attendance rate for the year, 2016-17, is 90%. To increase the attendance rate of our students, we are currently implementing a monthly assembly programs to recognize students with perfect monthly attendance. We have also implemented school messenger service system, which immediately notifies parents of his/her child’s absence. The teacher attendance rate is at 97%. Student achievement on the NYS ELA assessment, for the school term 2017-2018, reflects that 45% of the students in grades 3-8 met state standards. While on the NYS math test, 39.3% met standards. Further data shows that 100% is the average pass rate for courses in Math, English, and Social Studies. 100% of the 8th grade student body earn English High School credit for 9th grade. Based on the 2016-2017 data, there is a need to provide continual professional development activities for special education teachers and teachers of English Language Learners.

P.S. 138 is a school where every community member works collaboratively to cultivate the school's 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, we provide our students with additional programs such as: high school courses in Science and Math, Specialized High Schools preparation course,

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 provides 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 focuses in Columbia University writing process from Kindergarten through the eighth grade. Teachers use the writing materials created by Columbia University as part of their writing process. They are being trained by Columbia University coaches.

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 Depth of Knowledge (DOK) and Universal Design for Learning (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, what, why and how 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.

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

**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 (RTI) Initiative, which was implemented has helped us to reduce the number of students needing RTI intervention from 102 students to 46 students. All students involved in this program are receiving high quality, research based instruction such as Wilson for grade 3 to 8, and Fundation for students in the early childhood grades (K to 2). 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. The school provides students with a vision so that they can be exposed to their future. College Access for All is an initiative where students are exposed to the requirements for college and how they can become college ready. Students and their parents attend college conferences organized by the Parent Coordinator and a CBO. The Guidance Counselor organizes College trips for for Middle School students. Students can earn up to 6 High School credits upon graduating the eighth grade. The school offers High School courses to eighth graders in Living Environment, Earth Science and Algebra. To date, 75% of sixth and seventh graders attend Specialized High School Courses sponsored by P.S. 138 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. Pupil Personnel Team (PPT) meetings and Individual Educational Plan (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 Students With Disabilities (SWD) and English as a New Language (ENL), Universal Design for Learning (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.

### 3. Describe any special student populations and what their specific needs are.

The student body includes 45 English Language Learners, 102 students with IEPs and 26 students across the grade levels, receiving Special Education Teacher Support Services (SETSS) support. We also have 9 Integrated (ICT) classes and 3 self-contained special education classes. The ENL program currently provides a combination of pull out and push-in instructional support. The needs of both our students with IEP and ENLs include the use of scaffolds and supports, visual learning aides, hands on learning opportunities, videos, and computer assisted resources to meet their varying needs and learning styles. Our ELL population also requires an intensive focus on improving their speaking and listening skills, both of which are necessary to support their English language acquisition.

### 4. Identify 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.

To address expectation for a collaborative teachers practice, the P. S. 138 is a learning community is comprised of eight strong teams that are academic and environmental, 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. 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 2
- Kindergarten Wednesday Period 2
- First Grade Wednesday Period 5
- Second Grade Monday Period 5
- Third Grade Tuesday Period 6
- Fourth Grade Monday Period 7
- Fifth Grade Wednesday Period 6
- Sixth Grade Wednesday Period 8
- Seventh Grade Wednesday Period 7
- Eighth Grade Thursday Period 2
- Science Wednesday Period 2
- 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.

2016-2017 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.

To address rigorous instruction which is the area in need of greatest improvement, the school intends to provide professional development sessions, data analysis, and flexible grouping to enhance teachers’ ability to target at-risk students and students who have been referred to the School Based Support Team for intervention. Grade specific special education teachers participate on the teams, as well as the ENL teacher; this provides the opportunity for all educators affecting student academic progress to discuss the appropriate entry points into the curriculum for the SWD’s and ENL’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 Depth of Knowledge (DOK) questions being included in individual lesson plans.

- Also to address the need to improve the quality of rigorous instruction, professional development teams will 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.

- Additionally, 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.

The Universal Literacy Coach works closely with the early childhood teachers by offering professional development, demonstration lesson, co-teaching to teachers in grade K, 1 and 2.

- 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.
School Demographics and Accountability Snapshot for 17K138

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>PK,0K,01,02,03,04, 05,06,07,08</th>
<th>Total Enrollment (2017-18)</th>
<th>565</th>
<th>SIG Recipient (Y/N)</th>
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<td>Special Education Programs/Number of Students (2015-16)</td>
<td># Special Classes (ELA) 40</td>
<td># SETSS (ELA) 44</td>
<td># Integrated Collaborative Teaching (ELA) 45</td>
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<tr>
<td># Special Classes (Math) 41</td>
<td># SETSS (Math) 42</td>
<td># Integrated Collaborative Teaching (Math) 46</td>
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<td></td>
<td></td>
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<tr>
<td>Types and Number of Special Classes (2018-19)</td>
<td># Visual Arts</td>
<td># Music</td>
<td># Drama</td>
<td># CTE</td>
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<tr>
<td>School Composition (2017-18)</td>
<td>% Title I Population 90.0%</td>
<td>% Attendance Rate 90.9%</td>
<td>% Free Lunch 86.2%</td>
<td>% Reduced Lunch 8.0%</td>
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<td>Racial/Ethnic Origin (2017-18)</td>
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<td>% Black or African American 79.5%</td>
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<td>% Hispanic or Latino 13.1%</td>
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<td>% White 4.8%</td>
<td>% Multi-Racial 1.1%</td>
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<td>Years Principal Assigned to School (2016-19)</td>
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<td># of Assistant Principals (2016-17) 2</td>
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<td>% of Teachers with No Valid Teaching Certificate 0%</td>
<td>% Teaching Out of Certification 20%</td>
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<td>% Teaching with Fewer Than 3 Years of Experience 0%</td>
<td>Average Teacher Absences (2014-15) 3.1</td>
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<td>Student Performance for Elementary and Middle Schools (2017-18)</td>
<td>ELA Performance at levels 3 &amp; 4 51.6%</td>
<td>Mathematics Performance at levels 3 &amp; 4 49.7%</td>
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<td>Science Performance at levels 3 &amp; 4 (4th Grade) (2016-17) 93%</td>
<td>Science Performance at levels 3 &amp; 4 (8th Grade) (2016-17) 81%</td>
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<td>4 Year Graduation Rate</td>
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<td>6 Year Graduation Rate (2011 Cohort)</td>
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<td>% ELA/Math Aspirational Performance Measures (2015-16)</td>
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<td>Overall NYSED Accountability Status (2018-19)</td>
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<td>Recognition N/A</td>
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<td>In Good Standing</td>
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<td>Local Assistance Plan</td>
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<td>Focus District</td>
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<td>Focus School Identified by a Focus District</td>
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<td>Focus Subgroups</td>
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Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

Elementary/Middle School

Met Adequate Yearly Progress (AYP) in ELA (2016-17)

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<thead>
<tr>
<th>American Indian or Alaska Native</th>
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<tr>
<td>Students with Disabilities</td>
<td>YES</td>
<td>Limited English Proficient</td>
<td>N/A</td>
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<tr>
<td>Economically Disadvantaged</td>
<td>YES</td>
<td>ALL STUDENTS</td>
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Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>N/A</th>
<th>Black or African American</th>
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<tr>
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<td>Students with Disabilities</td>
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<td>Limited English Proficient</td>
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<tr>
<td>Economically Disadvantaged</td>
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<td>ALL STUDENTS</td>
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Met Adequate Yearly Progress (AYP) in Science (2016-17)

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<tr>
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<th>N/A</th>
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<td>Students with Disabilities</td>
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<tr>
<td>Economically Disadvantaged</td>
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<td>ALL STUDENTS</td>
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High School

Met Adequate Yearly Progress (AYP) in ELA (2016-17)

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<tr>
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<tr>
<td>Economically Disadvantaged</td>
<td>N/A</td>
<td>ALL STUDENTS</td>
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Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)

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<td>Students with Disabilities</td>
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<td>Limited English Proficient</td>
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<tr>
<td>Economically Disadvantaged</td>
<td>N/A</td>
<td>ALL STUDENTS</td>
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Met Adequate Yearly Progress (AYP) in Graduation (2016-17)

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<td>Students with Disabilities</td>
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<td>Limited English Proficient</td>
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<tr>
<td>Economically Disadvantaged</td>
<td>N/A</td>
<td>ALL STUDENTS</td>
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</tr>
</tbody>
</table>

2018-19 CEP

15
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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

This past school year, the results of our 2016-17 New York State (NYS) ELA exam results revealed that of all students tested, we achieved 14% growth in the number of students achieving proficiency, resulting in 45% of all students reaching proficiency. In addition, on the NYS Math exam we experienced 1.2% growth in the number of students achieving proficiency, resulting in 37% of all students reaching proficiency.

Though students made improvement on both exams, based on end of year student assessment and teacher Advance data, which shows that 85% of teachers were trending at effective in component 3b, and 67% trending at effective in component 3c, the priority need is to further improve teacher effectiveness in the areas of questioning and discussion (3b) and engaging students in learning (3c), by developing a shared understanding of instructional excellence as per the Common Core Learning standards and the Danielson Framework for Teaching. 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 2016; 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 2018-19 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 2019, there will be a 5% increase in the number of students scoring at levels 3 and 4, as measured by NYS ELA and NYS Mathematics assessments.
**Part 3a – Action Plan**

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
</table>
| • Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
• 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). | Teachers in grades Pre-K to 8. | Sept 2017 through June 2018  
There will be a midpoint assessment in February 2017 to monitor students progress. | Administration/Reading coach, AP and Principal |

(Domains 3b and 4: )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 3b in the Danielson Teaching Framework. They will incorporate writing across the curriculum while using the Teachers' College model. Teachers will also focus in mathematics as well.

| (Domains 3b and 4: )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 3b in the Danielson Teaching Framework. They will incorporate writing across the curriculum while using the Teachers' College model. Teachers will also focus in mathematics as well. | Teachers in grades Pre-K to 8. | Sept 2017 through June 2018  
There will be a midpoint assessment in February 2017 to monitor students progress. | Administration/Reading coach, AP and Principal |

To provide weekly common planning time for teachers to meet and plan to ensure that the needs of all students, including ENLs, SWDs, and at-risk students are adequately addressed throughout the school year according to grade levels and content areas. They will develop instructional bundles in Literacy, Math, Social studies and Science. Teachers will be engaged in Data analysis by using Data Wise for inquiry.

| To provide weekly common planning time for teachers to meet and plan to ensure that the needs of all students, including ENLs, SWDs, and at-risk students are adequately addressed throughout the school year according to grade levels and content areas. They will develop instructional bundles in Literacy, Math, Social studies and Science. Teachers will be engaged in Data analysis by using Data Wise for inquiry. | Teachers in grades Pre-K to 8. | Sept 2017 through June 2018  
Midpoint assessment in February to monitor students progress. | Administration: Principal, Assistant Principal, Math coach and Reading Coach |

( Domain 3b: 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. Attend Teachers College professional development and use their instructional strategies for literacy and math.

| ( Domain 3b: 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. Attend Teachers College professional development and use their instructional strategies for literacy and math. | Teachers in grades Pre-K to 8. | September 2017 through June 2018  
Midpoint assessment in February 2016 to monitor students progress. | Professional Development Team, Grade Leaders & Educational Consultants |
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, TC reading and writing.

Teachers in grades Pre-K to 8.

Sept 2017 through June 2018

Professional Development Team, Grade Leaders, Educational Consultant, Parent Coordinator & Administration

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

The school held parent orientation on August 31st for the incoming students in grades: Pre-K, Kindergarten and sixth grade. Curriculum conferences were held on September 13, 14 and 26. The parent coordinator offers workshop to parents in multiple content which includes curriculum, test sophistication, safety, financial literacy, College for All and other areas of concerns. The Parent Coordinator works collaboratively with the parents, teachers and outside CBOs in order continuously engaged parents throughout the year. She disseminates pertinent information to parents as needed. She send home monthly calendar and a newsletter to keep parents informed; she organized monthly parent workshop, walk-through and other event to keep parents engaged and informed about heir children’s education.

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, ENL 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.

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<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
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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.

By February 2019, there will be minimum of 5% increase of students showing improvements, as evidenced by their most recent MOSL results.

September 2018- teachers and administrators review the 2018 ELA and math NYS test results; they analyze the data, plan for students according to their functional levels. General Education, ELL, SWD, students take the base line assessment in ELA and Math. Teachers use the information in order to assess students' growth and area of concerns; they formulate teaching groups and implement differentiated instruction. teachers formulate flexible groups according to students' ability. Teachers meet and review students' work and adjust their flexible groups as students master their skills.

### Part 5b

Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

Students will be assessed with the Mid year MOSL assessment. We will be measuring students' growth from September 2017 to January 2019. By June 2019, students will show a 5% increase in their MOSL assessment.

Teachers and the data team will meet in February to analyze students progress and address areas in need of improvement. This information are used to provide students small groups differentiate instruction according to their abilities. Teachers must teach, assess, examine the result, then re-teach intended in order to obtain mastery.

There is an after school test prep program that helps individual students in their identified area in needs of improvement. Grade three to eight students receive additional assistant through achieve 3000, and engaged ne York math materials. These online resource allow students opportunity for independent practice.

### Part 5c

In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

Based upon a review of 2018-19 observational and Occurrence Report (OORs) data, it is clear that our students feel safe and supported. However, a review of those same observation reports revealed that teachers must improve their ability to ensure that ALL students are cognitively engaged in the learning talking place, as only 67% of teachers scored "effective" in component 3b of the Danielson Framework. To that end, the priority need for the school is to improve our ability to provide scaffolds and supports and teacher moves, to increase student engagement during lessons.

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 2018-19 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 2019, Students suspension will reduce at least 50%, as measured by the OORS.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
</table>
| - Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., average/under-credited, SIFE, STH). | All students: Gifted and talented students, general population, bottom third, ENL’s, students with disabilities, and STH | September 2017 - June 2018 | Overseer: Mr. St. Victor  
Implementers: Guidance counselor, The Dean of discipline, Social Worker, School Psychologist, Classroom Teachers, Sixth grade science teacher |

Guidance Counselor will train students to use Skoolbo to improve academics while making learning fun and competitive. During Professional Development staff will learn about disproportionately of suspension, teachers will develop a better understanding of student behaviors, to decrease suspensions. Victory Theater brings art and theater into the classrooms to cultivate skills through the performing arts. Dignity for all students act. Students participate in contest to create posters, poems and classroom presentation about dignity for all. Anti-Bullying. Students attend assemblies and have open forum discussion. PBIS Program uses positive behavior intervention strategies to discuss character and raise self-esteem awareness in students.

Students In Temporary Housing (STH) 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. Parent coordinator and other support staff will maintain communication with the STH family and their counselors in order to provide maximum support for the students in question. Department of Health provided an additional nurse in the school to provide additional services to STH students. STH students are provided with book bags, school supplies, uniforms and additional materials as needed. They received free bus services from the bureau of transportation. 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.

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.
Push in additional staff during literacy and math instruction for additional instructional support. Using technology base instruction to assist students in needs and accelerate those students who are functioning above level. Teaching coping mechanism so they can control their behavior when experiencing a trigger for crisis.

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.

The school social worker is also involved in providing these services. English language teacher provides mandates 90 minutes ENL instruction to ELL’s students who score below 40% in the LAB assessment.

Parent coordinator provides workshops for ELL’s parents. Translators are hired during Parent teacher conferences to translate for parents who speak a language that are not represented in the school. ENLS Parent engagement weekly during Tuesday afternoon sessions. Parent coordinator offers parent workshop on behavior modification.

Teachers discuss strategies to positively assist their children ‘s behavior.

Monthly Progress reports sent home monthly.

Conduct sheet signed by parents.

Open school parent conferences occur four times a year.

### English Language Learners

- September 2017-June 2018

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Parents will be updated on how the school will support students in and out of the class via parent meetings, Class DOJ, is a computer-based data and communication system, and via workshops about the curriculum their children are learning. Tuesday afternoon parental involvement activities, monthly progress reports. These types of activities will take place in an on-going fashion each month of the school year. The school held parent orientation on August 31st for all incoming Kindergarten and sixth graders. Curriculum conference were held from 9:00 am to 11:00 am on September 13 and 14; Back to School Parent Teacher Conference will be held on Tuesday, September 26th from 5:00 to 7:30 PM. The Parent coordinator sends home Parent Survey for parents to select the type of services that they want from the school and when is the best time to hold a workshop. She send home monthly calendar stating the activities for the specific month. The school will be walking in the Breast Cancer walk in October. We want our parents to feel that the school is their home away from home.

#### 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.

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 a safe environment.

We will monitor the progress of this by:
- Implementing positive behavior modification by raising students self-esteem
- Conduct assemblies recognizing academic and social achievement on a monthly basis
- Implement PBIS
- Create different clubs for students as extra curricular activities
- Involved parents by providing Cool Culture passes so that they can take their families to different cultural institutions
- Students will be enriched by participating in trips that are aligned with the curriculum.
- College Access for All.
- Specialized High School preparation courses
- Financial literacy

Suspension will be reduced by 50% or more.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
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<tr>
<td>X</td>
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<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

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 February 2019 there will be a minimum of 50% reductions in suspensions, as compared to suspension logged in February of 2019 as evidenced by the OORS. There is already a low level of suspension throughout the school. students are mostly engaged in academic programs that keep them engaged at all times.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

The instrument of measure will be OORS reports. The New York City MSOLS is also measurable instrument for students' progress.
**Part 5c.** In **February 2019**, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

65 percent of the teachers scored effective in the Domain 3c on Danielson.

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/family outreach 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. I will like to increase the amount of walk through that I perform to three times weekly in order to provide teachers feedback on a regular basis.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, 80% of our teachers will be using ATLAS Protocol while conducting inquiry approach teacher team meetings and professional development, as evidenced by their agendas and minutes.

In addition to Atlas protocol, teachers will be using Data Wise where they will assess their notice and wondering as they analyze data. They will be able to identify areas of focus in students’ instructional outcome.
### 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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIF, STH).

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<th>Activities/Strategies</th>
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<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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<tr>
<td>(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. (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 (Domain 3C) Initiate a school wide focus group to read and discuss <em>The Art of Questioning: An Introduction to Critical Thinking</em> by Daniel Framework to enhance teachers questioning techniques and writing across the curriculum. Domain 3D) Data driven Instruction. How do teachers assess students progress during the delivery of the lesson and how to adjust the lesson in the future in adhering to the needs of individual student. (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. (Domain 4E) To provide professional development for ENL teaching strategies to accommodate ENL’s learning styles and language acquisition and assimilation strategies. (Domain 1A, 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 teachers will be involved in continuous training in curriculum integration so that they become knowledgeable in implementing the Danielson teaching framework. (Domain 4E) To utilize Lead Instructional Specialist for literacy, special education and mathematics, to offer ongoing professional development to all of PS 138’s teachers in the content areas twice a month. (Domain 4E) To provide mentoring sessions using veteran teachers, to mentor newly hired teachers-helping them with</td>
<td>All teachers will participate.</td>
<td>September 2017 to June 2018</td>
<td>Facilitators: School Administrators, Teacher Leaders, Coaches, ELL teacher, Special Education Coordinators, Parent Coordinator. Professional Development done by Classroom Teachers and Instructional Specialist</td>
</tr>
<tr>
<td>Classroom teacher who has ELLS in their classes.</td>
<td>September 2017 to June 2018</td>
<td>The strategies will be instructed by the ENL teacher. The classroom teachers are responsible to provide accommodation for English Language Learners in order to effectively differentiate instruction.</td>
<td></td>
</tr>
</tbody>
</table>
planning, demonstrating lessons, and discussing and developing instructional plans together to meet the needs of all learners throughout the school year. (Domain 4E)

To engage in continual professional development through the initiative of Columbia University, STEM, Council of Supervisors and Administrators (CSA), Literacy ambassadors, Mathematics ambassadors and other professional development organizations.

Create parent/teacher partnerships through on-going, purposeful, and accountable dialogue and communication. Provide ways for parents to participate in their children’s learning through parent/teacher conferences, the school leadership team, parent volunteer program, and collaborative workshops in literacy and math where they are informed of specific knowledge and skills that students need in order to be successful and to be able to meet the new College Career Standards.

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.

Provide parent workshops given to inform them of the College Career Standards.

Distribute monthly student progress reports which are used to update parents on their children’s’ academic performance. Parents will be trained and encouraged to use the Advanced data system.

Provide professional development in regards to city, state, and federal standards.

Encourage parents to share their expertise and to attend forums where they can ask, answer, and clarify questions pertaining to student achievement.

Establish programs that will provide advice and training in regards to parenting skills both social and academic.

Continue parent programs that allow them to join in classroom activities that include the following: reading books to the students, preparing materials and crafts for classroom activities, assisting students with painting and drawing materials, and visiting museums and other cultural institutions. Parents also help in creating and implementing the culminating activity. They will develop the literacy and art gallery where the students’ best writings, paintings, and drawings will be displayed for the enjoyment of the entire school community.

Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact.

Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, and Learning Environment Survey Report.

Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening.

| All pedagogical staff members, Parent Coordinator and parents | September 2017 to June 2018 | Increase parental involvement and articulate strategies to teach their children. We want to create partnership with the parents.

Parent Coordinator, Guidance Counselor, Family Worker, SBST, Teachers, Administration, Friends of Crown Heights, and the Medgar Evers Beacon Community |
3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

The school has an open door policy. From the beginning of the school year parents will be exposed to teacher teacher collaboration during the parent orientation sessions. Parents will take a school tour where they visit classrooms and ask teachers questions about their children’s progress. Parents are engaged in their children’s academic progress through progress report, sending lie data through Class DOJ, text messages, parent letters and School Messenger calls to parents regarding their children’s progress. Multiple parent workshops are offered throughout the year morning evening and weekends to accommodate parents schedules.

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.

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.

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

|                | Tax Levy | X | Title I SWP | X | Title I TA | | | Title II, Part A | || | Title III, Part A | X | Title III, Immigrant |
|----------------|----------|---|-------------|---|------------| ---|---|-------------------| ---|---|-------------------| ---|---|
| C4E            | || | 21st Century Grant | X | SIG     | || | 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 February 2019, a minimum of 60% of our teachers will be using ATLAS Protocol while conducting inquiry approach teacher team meetings and professional development, as evidenced by their agendas and minutes.

Teacher will use the information that they discover after analyzing their students’ data to formulate instructional groups. They will reconvene every six weeks to make the necessary adjustment.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Teacher team agendas, minutes, sample of student work and evidence of Flexible grouping in classrooms.

Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

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 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 2018-19 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 2019 P.S. 138 will show a 5 % increase in the ELA and math scores, as evidenced by the New York state exam results.**
## Part 3a – Action Plan

### 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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- 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).

<table>
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<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All classroom teachers and administrators.</td>
<td>September 2017-June 2018</td>
<td>Principal, Assistant Principals, Teacher Leaders, Coaches and Parent Coordinator</td>
</tr>
</tbody>
</table>

P.S. 138 uses Ready Gen, Go Math, 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.

School administrators were also trained in using Ready Gen, Go math, CMP3 and Codex. The administrative staff along with the professional development and assessment team were trained in Advanced, MOSL and collaborative planning.

The school is committed in offering the best educational experience to all of its pupils. We do that by collaborating among ourselves.

- Principal conducts cabinet meetings with her assistant principals
- The School Leadership Team meets twice a month
- Grade level planning conducted by grade leaders
- Principal meets with Parent Coordinator, Family Workers and Dean to plan for parent events
- Principal collaborating with other principals in District 17 to observe best practices
- 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
- Teachers use the ATLAS Protocol to analyze data and adequately plan for diverse groups of students in their classes, ENL’s, SWD, STH and gifted students

- 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 Comprehensive Educational Plan (CEP).
- Principals work with assistant principals to convey her vision and plan accordingly for the benefit of all

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<tbody>
<tr>
<td>All classroom Teachers, Assistant Principals, parents, School Based Support Team (SBST), and students.</td>
<td>September 2017-2018</td>
<td>Principals, Assistant Principals, Lead Teachers, Parent Coordinator, Family Worker and Dean of Discipline</td>
</tr>
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students: ENL's, SWD's, STH and the Gifted and Talented.
- 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

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

PS 138 will continuously engage families in their children education by providing them literature that clarifies the type of instruction being offered in the school. The school will offer parent workshops in multiple subjects to educate parents on pertinent information that they need in order for them to assist their children. The school will send parents monthly publications in regards to the school; progress report, monthly calendar, school news letters, school celebration. They are communicated through school DOJ, email, school web cite, mass phone calls and te

### 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.

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, ENL Teacher, Dean, Parent Coordinator and Family Workers.

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

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<td>Other</td>
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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.

By February 2018, there will be a minimum of 3% increase in students performance, as evidenced by our most recent MOSL results.

#### Part 5b. Indicate the specific instrument of measure that is used to assess progress.

The instrument will be the mid-year MOSL results.

#### Part 5c. In February 2019, 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

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<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

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 2018-19 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 2019, we will have achieved a minimum of 10% increase in parents who respond to the NYC School Survey.
Part 3a – Action Plan

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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- 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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Everyone – Those persons having needs will be provided resources both socially and educationally</td>
<td>All</td>
<td>Parent Cord., Family Workers, Guidance Counselor, Parent Teacher Association (PTA), Parent Advisory Council (PAC), Instructional &amp; Support Staff</td>
</tr>
<tr>
<td>1. Disabilities – Parents and students will be given services to meet their individual needs</td>
<td>Persons who meet the criteria</td>
<td>Parent Cord., Family Workers, Guidance Counselor, PTA, PAC, Instructional &amp; Support Staff</td>
</tr>
<tr>
<td>1. English Language Learners – Parents will be informed of services (including workshops) available to them. Translators will be provided as needed</td>
<td>ELL Students &amp; Parents</td>
<td>Parent Cord., Family Workers, Guidance Counselor, PTA, PAC, Instructional &amp; Support Staff</td>
</tr>
<tr>
<td>1. Shelter Students – Parents and Students who meet criteria will be informed of all resources available to them</td>
<td>Students &amp; Parents</td>
<td>Parent Cord., Family Workers, Guidance Counselor, PTA, PAC, Instructional &amp; Support Staff</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

| The Medgar Evers College Beacon program provides after school services to 400 students and their family members. The program is in operation six days a week. The instructors assist their students with their homework. Students are also engaged in extra curricular activities which include but not limited to; dance, technology, sign language, chess, arts, basketball, soccer, chess, chorus, cooking and other activities. They also help the parents and other members of the community by offering adult classes in technology, General Education Degree (GED) and English As a Second Language. Friend of Crown Heights offers a STEM after school program for the middle school population. |
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.

Quite a few staff will be involved in this initiative: Parent coordinator, Guidance counselor, Family worker, Dean, School Leadership Team (SLT), Principal, class room teachers and the technology specialist.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>C4E</th>
<th>21st Century Grant</th>
<th>SIG</th>
<th>PTA Funded</th>
<th>X</th>
<th>In Kind</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

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 February 2019, there will be a minimum of 10% increase in the number of parents responding to the school survey, as evidenced by survey forms.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

School-created survey

Part 5c. In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Students who are functioning one or more years below level in N.Y. State ELA Exam, DRA, or the MOSL.. 28% are Level 1. English language Learners who need to become English proficient. 50% of ENL's need to become English proficient. Students with learning disabilities. 27% of SWD Level 1 Students with emotional problems.</td>
<td>Pre-K-5 will use Ready Gen, Other literacy books based on Fountas and Pinnell. Grades 6-8 will use Code X Students read individual Novels and book of the month in addition to reading Ready Gen and Code X.</td>
<td>Tiered One activities which is whole class focusing on data-driven instruction. Small group instruction provided by service providers. Students are also involved in blended learning where they research for individual assignments. Students read independently on their lexile levels from Achieve 3000.</td>
<td>Regular teaching hours, before and after school.</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Students are identified for AIS in Mathematics based on their functional levels indicated by NY State Math assessment, MOSL, Unit Test and other unofficial assessments. 26% scored Level 1</td>
<td>CMP3 and Go Math And materials from Engaged New York.</td>
<td>Whole class focusing on data driven differentiated instruction, small group instruction and one-to-one. Go math and CMP3 are available on line as well for additional practice. Teacher incorporate engaged NY materials for additional practice.</td>
<td>Regular teaching hours, before and after school.</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Students who are functioning below level</td>
<td>Pre-K - 5 Hartcourt Brace, grade 6-8</td>
<td>Not applicable. Science teachers tutor students who</td>
<td>During teacher preparation time or</td>
</tr>
</tbody>
</table>

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2018-19 CEP 36
indicated by the fourth grade ILSPT. 2% scored below grade level.

Glencoe Science,  
McGuire Hill

don’t show progress in science.

after school on a voluntary base.

<table>
<thead>
<tr>
<th><strong>Social Studies</strong></th>
<th>Students who perform below level in the MOSL. 14% of the students scored below level in the MOSL.</th>
<th>Grades 6-8 use Prentice Hall</th>
<th>Social Studies teacher integrates Social Studies with literacy and math when applicable. Students use technology to research different topics in Social Studies.</th>
<th>During Social Studies instruction.</th>
</tr>
</thead>
</table>

| **At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)** | Students who are showing difficulty adjusting emotionally. 2% of the students receive mandated counseling and .4% of those students receive at risk counseling. | Counseling small groups, and individual for mandate and non-mandated students. The at risk students receive counseling by the social worker. | Push in and pull out for academic intervention as per academic and emotional needs. | During the regular school day. |
**Section 7: Support for Students in Temporary Housing (STH)**

**Directions:**
- *All* Title I schools must complete Part A of this section.
- *All* Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**

### Part A: FOR TITLE I SCHOOLS

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

| 75 Students in Temporary houses. |

2. Please describe the services you are planning to provide to the STH population.

| I have a nurse on site designated just for them. The school social worker and the Guidance counselor also work with them. The Parent coordinator makes home visit and provide them additional information regarding their children. The school provide uniforms and book bags for the pupils. |

### Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

| There are 75 STH students attending the school. The STH received assistance by having having bus service from their homes to the school. Their absences |

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2018-19 CEP
are very closely monitored by the family worker. They attend visits their homes on a regular basis. There is an additional nurse assigned to the school that provides support for the STH students. The parent coordinator contact CBOs to provide additional supports to STH parents. We provide school supplies and uniform to the STH families. The STH students are invited to all after school activities and Test preparation classes. The guidance counsellors plays a vital role in offering at risk
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

The allocation will be used to purchase students material in order for them to function in school; book bags, notebook, pencils, crayons, paper, uniforms, and other necessities for school.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

$4,613
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

| X | Schoolwide Program (SWP) | Targeted Assistance (TA) Schools | Non-Title I |

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, Long Island University, 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).

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.

- The Math Coach will provide continuous professional development to staff reviewing common core.
- The Reading Coach will work will work with the early childhood staff.
- Mentor teachers will mentor newly hired teachers.
- Teachers will perform inter-visitation of their peers and other schools.
- Teachers will perform demonstration lesson for their peers and teacher of other schools.
- Teachers attending content specific professional development.
- Teachers will reflect on their practices.

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).
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 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 Achieve 3000 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 Field Support Center level on:
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 codes1. 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 consolidated2. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.  Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$417,308</td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$142,847</td>
<td>X</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>0</td>
<td>X</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>$12,366</td>
<td>X</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$3,251,394</td>
<td>X</td>
</tr>
</tbody>
</table>

1Explanation/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 – so long as the use of funds meets the intent and purposes of the programs from
which the funds originate. 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.

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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)**

*(Required for All Title I Schools)*

**Directions:** Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a **Parent and Family Engagement Policy** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

---

### Parent and Family Engagement Policy

**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. **PS 138K**, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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 the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.

### Support for Parents and Family Members of Title I Students

**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.

**Parental Involvement and School Quality**

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., ESSA/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 1st, of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Every Student Succeeds Act (ESSA).
- 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.

**Encouraging School-Level Parental Involvement**

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.

<table>
<thead>
<tr>
<th>School-Parent Compact (SPC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.S. 138K, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

**I. School Responsibilities: High Quality Curriculum**

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 Every Student Succeeds Act (ESSA),

**I. School Responsibilities: Supporting Home-School Relationships**

Support home-school relationships and improve communication by:

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

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

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.

### I. School Responsibilities: Providing General Support to Parents

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 Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs.

### II. Parent/Guardian Responsibilities

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.

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 Title I requirement for Every Student Succeeds Act (ESSA) 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

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### III. Student Responsibilities

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 2018-19 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
</table>

This school is (check one):
- [x] conceptually consolidated (skip part E below)
- [ ] 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):
- [x] Before school
- [x] After school
- [ ] Saturday academy

Total # of ELLs to be served: ______

Grades to be served by this program (check all that apply):
- [x] K
- [x] 1
- [x] 2
- [x] 3
- [x] 4
- [x] 5
- [x] 6
- [x] 7
- [x] 8
- [ ] 9
- [ ] 10
- [ ] 11
- [ ] 12

Total # of teachers in this program: ______

# of certified ESL/Bilingual teachers: ______

# of content area teachers: ______
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 Title III Academy's before school and after school programs. The Title III program enables the certified ENL teacher and common branch 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 ENL 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 engaging critical thinking groups. This cooperative learning style supports group assessment in conjunction with individual accountability through their participation and work. Students 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 2017-2018 Title III Grant, our ELLs made academic progress on the NYSESLAT. Thirty-five percent of ELLs advanced from the transitioning level of language acquisition to the expanding level of language acquisition. Sixty percent of ELLs showed growth at the entering and emerging levels of English language acquisition. The continued funding of the Title III Grant is needed to enhance our students’ academic performance. Our ENL teachers address 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 teachers assess the students’ academic progress in ELA, math and science by developing and maintaining data portfolios.

Title III Academy incorporates the Achieve3000, RIGOR Program, AWARD Reading Program and ReadWorks into the instructional format. Each student’s Lexile reading level is used by the online Achieve3000 program and print-based RIGOR program to drive instruction. Achieve3000 effectively develops our students’ comprehension skills through differentiated instruction of nonfiction and fiction texts. 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 Achieve 3,000 curriculum provides research-based units, lessons and texts that are aligned to the Common Core State Standards. Achieve 3,000 gives students the 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 our students read with a purpose, they become critical thinkers with the ability to comprehend and analyze texts that are written in their new language.

This year, the Title III Academy will have a multicultural arts fair that highlights unique crafts and objects from each student’s culture. Students will use materials obtained from the Materials for the Arts to create multicultural arts and crafts to display. Students will utilize their background knowledge, conduct research and interview relatives in order to write descriptions of their crafts. As students work collaboratively on the projects, their speaking, listening, reading and writing skills will be developed and enhanced. The project will culminate with a dynamic multicultural arts and craft fair. At the fair, students will present themselves as cultural experts as they interact with other students and staff members.

Subgroups and Grade Levels:
The ENLs population consists of students who are enrolled in general education classes, inclusion classes and special education classes. There are currently 48 ENLs in grades K - 8. Seven students with interrupted formal education and five long term ENLs are participants in the program. An additional eight former ENLs are encouraged to participate in the program for a total of 55 ENLs. Title III Academy consists of three classes. One class is designed for 15 early childhood students in grades K to 2. Another class is designed for 19 elementary school students in grades 3 to 5. The other class is designed for 21 middle school students in grades 6 -to 8.

Schedule and Duration:
Title III Academy will be implemented for seven months, beginning in November 2018 and ending in May 2019. Early childhood and elementary students are scheduled to attend supplementary classes from 7:30 AM to 8:30 AM. Classes are held from Mondays to Thursdays. Early childhood students in grades K to 2 will attend classes on Mondays and Wednesdays. Elementary students will attend classes on Tuesdays and Thursdays. The ENL teacher will provide instruction during the morning program. The middle school students will attend after-school classes on Wednesdays and Thursdays from 2:50 PM to 4:50 PM. Both, the ENL teacher and common branch teacher will teach during the after school classes. Flexibility is embedded in the schedule for siblings in various grade bands.

Language of Instruction:
P.S. 138’s Title III Academy is conducted in English. Language of instruction is designed to develop academic language skills and content knowledge in English. Home language(s) support is used to enhance students’ academic vocabulary and comprehension. Students continuously use bilingual dictionaries and multilingual websites in order to bridge language gaps and further promote instruction. The interactive program, Achieve3000 has multilingual supports for students.

Certified Teachers:
The Title III Academy will be taught by Ms. Charles and Ms. Celius-Guillaume. Ms. Charles, the ENL teacher, is certified and possesses a NYCDOE license to teach English as a Second
**Part B: Direct Instruction Supplemental Program Information**

Language. Ms. Celius-Guillaume, the certified bilingual teacher, has a NYCDOE license to provide instruction in English, French and Haitian Creole.

Materials:
The program will utilize the comprehensive research-based programs AWARD Reading Program, RIGOR, Achieve3000 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 Ready New York workbooks, bilingual dictionaries and books 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. Multicultural flags, academic certificates and certificate holders will be purchased for the award’s ceremony. Additional materials will be obtained from the Department of Cultural Affairs’ Materials for the Arts (MFTA) Program. Creative materials from MFTA will be used for inquiry-based projects that highlight students’ rich cultural background.

**Part C: Professional Development**

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

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

Begin description here: 

Professional development 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 effectively 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 the best instructional strategies for students' academic progress and success.

Teachers to Receive Training:
The ENL teacher and bilingual teacher will participate in professional development sessions provided by Teq pd staff. The reflective teaching and the fusion of technology with learning are the primary focus of the professional development sessions. Participants will actively reflect on the implementation of their practice. As reflective teaching practitioners, they will learn how to evaluate and analyze their instructional strategies. They will reflect upon the logic and reasons for their instructional practice and student 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 2018-2019 academic school year. All sessions will be held on the first Fridays in December, February and April from 7:30 AM to 8:30
Part C: Professional Development

AM. Teachers who attend the professional development sessions will receive training rate. The professional development presenter(s) will be paid per session. There will be no additional cost to the program.

Topics to be covered by on-site Professional Development:

Session 1: The Role of Reflective Teaching in the ENL Instruction II – December 2018
This workshop focuses on the importance of self-evaluation and self-reflection during and after instruction. Participants will uncover how effective teachers are continuously developed as a result of inquiry. The reflective process generates questions and leads to instruction solutions for ELLs.

Session 2: Effectively Incorporating Technology in Instructions for ELLs - February 2019
Technology is an essential component of effective instruction for English language learners. At this professional development session, participants will increase their technological literacy through first-hand and hands-on experiences. Strategies and resources for ELL instruction will be presented in a clear, coherent manner.

Session 3: Literacy Workshop for ELLs - April 2019
The literacy workshop focuses on factors that influence second language literacy development. Participants will write and compile effective literacy lessons across the curriculum. Characteristics of effective literacy instruction will be addressed. Best practices will also be discussed.

Name of Provider:
Ms. L. Edwards will facilitate the professional development series. She has participated in extensive ENL trainings. As an experienced workshop presenter, she will effectively facilitate the professional development series. Agendas, attendance sheets and evaluations for professional development sessions will be maintained in the Title III binder.

Rationale:

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 III Academy will be encouraged to actively participate in parent engagement activities. Three 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 stronger 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
Part D: Parental Engagement Activities

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 pacing calendar 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. These passes will enable families to have access to 90 premiere museums and cultural institutions. 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 continuously engaged in the experience, the children will be learning and developing their depth of knowledge. The 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.

Schedule and Duration

Three parent workshops will be held during the 2018-2019 academic school year. All sessions will be held on the second Tuesdays in December, February and April from 3:30 AM to 4:30 PM.

Topics to be Covered by Parent Engagement Activities:

Session 1: The Keys to Educational Success through High Expectations and Academic Rigor - Dec. 2018
Being an English language learner is an academic strength. The keys to educational success through high expectations and academic rigor will be presented in this workshop. The presenter will present methods that help parents build stronger relationships with their child's teacher. Key items children should be learning in English language arts and mathematics in each grade. The presenter will model activities that parents can do at home to support their child's learning.

Session 2: Technology and Community Resources for Parents that Promotes Education - February 2019
This parents' workshop is designed to help parents learn about and discuss resources. The presentation will provide information about technology and community resources that are designed to promote their children’s academic performance.

Session 3: Effective Home Instruction Using AWARD Reading Online Services - April 2019
The AWARD Professional Development session will inform parents about literary benefits of the program. Parents will learn how to effectively monitor literacy instruction at home. The presenter will review the major components of the online program and model the effective use of the program at home. At the end of the session, parents will learn how to support individual learning styles in a digital learning environment.

A luncheon award ceremony will be the culminating activity for the Title III Literacy program - May 2019.

Providers

The ENL teacher, Ms. Charles and the parent coordinator, Ms. Marthone 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, Ms. Cellius-Guillaume and Ms. Y. Mason. The administration and teachers will work cooperatively in order to welcome our parents and provide a parent-friendly information.
Part D: Parental Engagement Activities

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 children's academic success. We also want parents to feel welcomed and supported at our school.

Agendas, attendance sheets and evaluations for all parent engagement activities will be maintained in the Title III binder. Invitations, flyers and notification letters in parents' preferred languages will also be placed in the Title III binder.

<table>
<thead>
<tr>
<th>Part E: Budget</th>
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</thead>
<tbody>
<tr>
<td><strong>FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.</strong> Ensure that your Title III budget matches your Title III Plan.</td>
</tr>
<tr>
<td>Allocation Amount: $ _____</td>
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<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>_____</td>
<td>_____</td>
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<tr>
<td>• Per session</td>
<td>_____</td>
<td>_____</td>
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<tr>
<td>• Per diem</td>
<td>_____</td>
<td>_____</td>
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<tr>
<td>Purchased services</td>
<td>_____</td>
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<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td>_____</td>
<td>_____</td>
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<tr>
<td>Supplies and materials</td>
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<tr>
<td>• Must be supplemental.</td>
<td>_____</td>
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<tr>
<td>• Additional curricula, instructional materials.</td>
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<td>_____</td>
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<tr>
<td>• Must be clearly listed.</td>
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<td>_____</td>
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<tr>
<td>Educational Software (Object Code 199)</td>
<td>_____</td>
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<tr>
<td>Travel</td>
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<tr>
<td>Other</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>_____</td>
<td>_____</td>
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</tbody>
</table>
### Part E: Budget

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

Allocation Amount: $______

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs’ linguistic and academic needs. This LAP form is a part of the school’s Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>Brooklyn</td>
<td>138</td>
</tr>
</tbody>
</table>

School Name: P.S. 138

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marie Chauvet-Monchik</td>
<td>Lewis St. Victor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marie Letang</td>
<td>Wendy Charles</td>
<td>Carla Robinson</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Related-Service Provider</th>
<th>Superintendent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michelle Hird</td>
<td>K. Domitrz</td>
<td>Clarence G. Ellis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parent</th>
<th>Parent Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Cayad</td>
<td>M. Marthrone</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related-Service Provider</th>
<th>Field Support Center Staff Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>K. Domitrz</td>
<td>Marie Bastien</td>
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</table>

C. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
<td>1</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>1</td>
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</tbody>
</table>

| Number of certified bilingual teachers currently teaching in a bilingual program | 0 |
| Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12) | 0 |
| Number of teachers who hold both a bilingual extension and TESOL certification | 0 |

| Number of certified ENL teachers not currently teaching in the ENL program | 0 |
| Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K–6) | 0 |
| Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>585</th>
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<tbody>
<tr>
<td>Total number of ELLs</td>
<td>45</td>
</tr>
<tr>
<td>ELLs as share of total student population (%)</td>
<td>7.69%</td>
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</table>

2018-19 CEP
A. ELL Programs

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
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<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Freestanding ENL</td>
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Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
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<tbody>
<tr>
<td>TBE</td>
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Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

Achieve 3000 LevelSet Assessment, Teacher’s College Reading and Writing Project (TCRWP), Fundations Intervention Assessment Inventory, writing portfolios and teacher-created assessments are the formative assessments used to determine academic instructional planning and implementation for English language learners (ELLs). Achieve 3000 LevelSet is an online assessment that measures reading students’ comprehension of nonfiction text in English and Spanish. The Fountas and Pinnell Benchmark Assessment System determines each student’s independent and instructional reading level. Fundations Intervention Placement Inventory is an assessment tool used to assess early literacy skills of English language learners (ELLs) in Kindergarten through 2nd grade. The writing portfolio assessment consists of a collection of students’ academic writing. Teacher-created assessments are on-going assessments based on academic units of instruction taught across the curriculum.

2. What structures do you have in place to support this effort?
An interactive/systematic structure of formative assessment data is in place to support our effort to guide instructional planning for ELLs effectively. The online Achieve 3000 LevelSet Assessment consists of pre, interim and post-tests that can be administered in as little as 15 minutes per assessment. Each week during technology instruction, students are given an opportunity to read and write responses to text on Achieve 3000 for up to fifty minutes. Data from assessment and student work provide real-time reporting to both students and teachers. TCRWP running record assessments are administered every three months. The data is used to determine student’s independent and instructional reading levels.

As a curriculum-embedded assessment, Fundations Intervention Assessment Inventory occurs throughout the academic year. The data generated clearly identifies the students’ phonological awareness, reading level, accuracy, fluency and comprehension. Students’ interactive writing portfolio binders are specially designed for English language learners. The standard-based writing assignments are assessed based on the New Language Arts Progressions Rubrics. Teacher-created tests are curriculum-embedded assessments. These assessments provide information needed to determine each lesson’s entry points, next step, small group compositions and students’ academic growth. The following formative assessments are used by both teacher(s) and students: questioning, discussion, learning/response logs, graphic organizers, peer/self-assessments, individual whiteboards, constructive quizzes, think, pair, share and exit/admit slips.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?

Data from NYC and NYS assessments in ELA and math are aggregated to identify the academic progress, growth, strengths and areas of needs of English language learners. Standard-based periodic assessments, interim assessments, end of unit and chapter tests are used to identify students’ academic performance and monitor their academic progress. The assessments are used to drive instruction during whole group instruction and differentiated instruction. Teachers use baseline data to determine academic interventions and topics that need to be revisited. The insight provided by formal assessments data equip teachers with information needed to design and deliver scaffolded instruction.

4. What structures do you have in place to address interventions once the summative data has been gathered?

At P.S. 138, the Datawise structure for data analysis has been introduced. This structure is in place to address academic interventions once the summative data has been gathered. Datawise is a collaborative way to organize, analyze and assess data in an eight step process. It uses a variety of data sources to improve instruction. During the “prepare” stage of the Datawise process, teachers organize for collaborative work and build assessment literacy. During the “inquire” stage of the Datawise process, teachers create data overview, dig into students data and examine instruction. During the “act” stage of the Datawise process, teachers develop action plans, plan to assess progress, act and assess. The Datawise structure has been in effect for one academic year. It has proven to address interventions needed for ELLs effectively.

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5)? [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.]

The ENL teacher, members of the data team and classroom teachers effectively aggregate assessment data in order to guide instruction for ELLs with the Response to Intervention. Formative and summative assessment data from grades K to 8 is used to identify areas of students’ academic strengths and weaknesses. Students who score below specified levels of performance on the annual English language proficiency assessment receive additional support services: Response to Intervention and/or Academic Intervention Services. Intensive, targeted intervention in small groups systematically addresses skills and competencies that are below the benchmark. Small group instruction is differentiated in order to address academic needs, cultural differences and linguistic concerns with the students’ home language(s) and newly acquired language. Academic progress is continuously monitored and evaluated in order to make educational decisions about grouping, short-term goals and direct instruction.

Our school’s instructional plan requires all English language learners (ELLs) to actively participate in the school’s curriculum. Data-driven, scaffolded and differentiated instruction provides support that gives ELLs the ability to master our school’s grade-level and content-area curriculum. This supportive academic environment optimizes students’ learning.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].)
The ELL Data Analysis Tool is used to gather and evaluate outcome assessment from formative data sources. This tool is used by our school as a self-assessment and self-monitoring platform for data from NYSESLAT, NYS ELA and NYS Math assessments. We are able to effectively analyze the school’s status information, students’ achievement and students’ progress. We also use the tool to develop a rigorous, standard-based curriculum and instructional programs that will enhance instruction for all ELLs and non-ELLs.

We use data information to assess students’ academic and linguistic progress on the NYSESLAT. As the staff members aggregate the test performance data, they are able to identify students’ areas of growth, strengths and weaknesses. The data revealed from the NYSESLAT guides our school’s programming and instructional decisions. The teacher of ELLs are informed of students’ data and encouraged to plan accordingly.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

A collaborative structure is in place to disseminate data findings in order to make adjustments to the ENL program. Teachers collaborate in grade level groups and subject-based groups. During the data meetings, teachers receive NYC assessment data and NYS assessment data from the ENL teacher and members of the data team. Teachers will also receive data via email and a hard copy.

After attending the ELL Data Analysis Tool, the ENL teacher turnkeyed the information presented at the workshop to the P.S. 138 staff. The agenda included a presentation of data analysis, ELL assessment and ATS reports. After a hands-on demonstration of features within EDAT, administrators and teachers were able to download and assess the information from Microsoft spreadsheets. The second part of the workshop will be presented during the 2017-2018 academic year.

Part IV: ELL Programming

Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

   a. Freestanding ENL program.

   Instruction for ELLs delivered through the Freestanding English as a New Language (ENL) program is presented in English with home language support. The ENL program emphasizes English language acquisition. As per CR Part 154, stand-alone ENL instruction and integrated ENL instruction are used to effectively deliver instructions. At P.S. 138, the ENL teacher has dual certification in ENL and common branch. She presents stand-alone instruction designed to develop English language skills. She also presents integrated ENL instruction across the curriculum in order to develop English language skills through academic content area.

   The heterogeneous ENL program model is based on students’ academic proficiency levels, stage of English language acquisition and grade levels. Students at various levels of English fluency and proficiency are instructed in academic groups. Early childhood students in grades K to 2 work in collaborative groups that optimize their learning experiences. Elementary students in grades 3 to 6 work in differentiated, small groups that target the students’ literacy skills development across the curriculum. Middle school students in grades 7 and 8, actively participate in experiential, inquiry groups that promote critical thinking skills.

   The blended organizational model is used to deliver ENL instruction. ELLs at the entering and emerging levels of English language acquisition receive 360 minutes of instruction each week: 180 minutes standalone ENL and 180 minutes of integrated ENL/ELA instruction. ELLs at the transitioning level of English language acquisition receive 180 minutes of integrated ENL/ELA instruction and 90 content area instruction. ELLs at the transitioning level of English language acquisition receive 180 minutes of integrated ENL/ELA instruction or other content area instruction. Whereas, former ELLs at the commanding level of English language acquisition receive 90 minutes of integrated ENL/ELA instruction or other content area instruction.

   b. TBE program. *If applicable.*
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

   Our staff is held accountable to ensure that the mandated number of instructional minutes are provided according to proficiency levels in the ENL instructional program. The proficiency levels of ELLs are determined after reviewing the RNMR and RLAT reports. Students at the entering and emerging stages of English language acquisition receive 360 minutes of ENL instruction each week. Students at the transitioning and expanding stages of English language acquisition receive 180 minutes of ENL instruction each week. However, students at the commanding stages of English language acquisition receive 90 minutes of ENL instruction each week. After determining the mandated numbers of service minutes, the ENL teacher develops a schedule that is approved by the principal. A copy of the ENL teacher’s schedule is posted on her door. The homeroom teachers of ELLs receive a service schedule from the ENL teacher. When the ENL teacher picks up the ELLs with IEPs, she signs the students out of class.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

   Core content delivery in the ENL program consists of a rigorous, student-centered and data-driven approach. Instruction is delivered in English with home language supports. Systematic literacy instruction is at the core of our educational approach. By using a language experience approach, language development is fostered and academic content is made comprehensible. The ENL teacher and teachers of ELLs provide instruction that develops progressive mastery in the students’ ability to read fluently, comprehend and critically analyze grade-level texts. Standard-based instruction is presented across the curriculum. During instruction, ELLs actively participate in close reading activities of fiction and nonfiction texts. Students’ academic development is made evident when they critically discuss the texts, effectively present ideas, use text-based evidence to write varied responses and solve real-world problems.

   The ReadyGen and the Scholastic Code X curricula are utilized during scaffolded whole group and small group instruction. The ELLs are instructed according to the same rigorous curriculum the nonELLs receive. Emphasis is placed on students’ reading comprehension development. Through generative vocabulary instruction, students acquire the ability to apply knowledge from content in order to learn new words. Generative vocabulary promotes English language acquisition and develops fluency and reading comprehension. The utilization of ELA modules on the Engage NY website, ReadyGen Program and Scholastic Code X Program enables the ENL teacher and teachers of ELLs to meet the demands of the Common Core Learning Standards.

   Throughout the academic year, a rich array of instructional activities and strategies are used to optimize learning and meet students’ learning needs. Students are given opportunities to read authentic reading materials such as trade books, magazine, articles, newspapers and credible online websites. These high-interest reading materials expose students to a world of wonder and knowledge. While skillfully, validating every student’s cultural experiences, we seek to broaden their knowledge base and create an intense desire for learning.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

   Within ten days of registration, Spanish-speaking ELLs are administrated the Spanish LAB-R. The NYSED Interview Questionnaire, NYSED Multilingual Literacy SIFE Screener and Writing Screener are administered to SIFE students in their home language. Throughout the year, students are given the MOSL assessments in English and their home language. Content area teachers also download and administer multilingual assessments. During New York State assessments, students receive a translated glossary, an interpreter and/or translated-editions of the assessments.
5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status

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

e. The instructional plan for former ELLs is designed as an academic support service. English proficient students are supported academically for two years. The ENL teacher works closely with every students’ homeroom teachers. They collaborate and make inquiries about students’ strengths and weaknesses, academic growth and development. On a regular basis, the ENL teacher analyzes live data in order to effectively assess her students’ academic progress. Data is used to provide academic support through small group instruction. Former ELLs are encouraged to attend the Title III AM Academy.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
The ENL teacher uses an array of instructional strategies to effectively teach ELL-SWDs. She starts every lesson by activating students’ prior knowledge and encouraging students to be actively engaged in the learning process. She designs lessons that include various entry points and opportunities for individual, paired, and group work. Instruction is differentiated in order to address students’ individual academic needs. Total body response, technology and visual aids are used to illustrate challenging and abstract concepts. The ENL programs use the following grade-level instructional materials to advance the academic performance of ELL-SWDs: Awards Reading Program, Reading Instructional Roles for Older Readers (RIGOR), Into English, Hampton-Brown High Point, Achieve 3000, ReadyGen and Scholastic Code X. These instructional strategies and academic programs teach ELL-SWDs grade-level academic content and accelerate the students’ English language development.

7. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
P.S. 138 provides professional development opportunities that address the academic needs of students with disabilities. The interactive professional development sessions give teachers an opportunity to log into SESIS. As teachers navigate the SESIS website, they can read their students’ IEP goals and develop an instructional plan of action. Teachers are encouraged to discuss and present best practices for achieving IEP goals. On a regular basis, classroom teachers log into SESIS in order to document student progress in regards to attaining the IEP goals. The school uses Common Core State Standard curricular in math, ELA, social studies and science in order to enable the diverse ELL-SWD population to achieve their IEP goals. Since teachers monitor the academic progress of ELL-SWDs, instructional and scheduling flexibility are used to address the students’ academic needs. Adaptive instruction focuses on developing the following cognitive skills: increasing reading of informational text comprehension, academic vocabulary and language, writing text-based answers from sources and building knowledge in the disciplines. The school provides ample narrative and informational texts, home language text and visual tools for thinking. The ENL teachers and classroom teachers have all the necessary resources to effectively teach and ensure student achievement. The curricular explicitly incorporate writing assignments with clear rubrics for summative and formative assessments for ELLs at various levels of English proficiency. These actions enable the ELL-SWDs to attain English proficiency in the least restrictive environment.

8. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
P.S. 138 targeted invention program is designed to ensure that all ELLs receive and comprehend grade-level curriculum instruction. Scaffolded instruction is at the foundation of the targeted invention program. Here are examples of scaffolding strategies for ELLs: use text-dependent questions, carefully create and choose graphic organizers, use various reading strategies and use carefully constructed visual and linguistic tools. ELL-SWDs, long-term ELLs and SIFEs actively participate in the program.

We implement the following targeted intervention programs: Awards Reading, Reading Instructional Roles for Older Readers (RIGOR), Phonic and Friends Reading Program, Interactive Reader, Into English and the Thinking Reader Technology program. The content of the book entitled, Interactive Reader presents text related to science and social studies. Go Math and CMP3 math programs are used to enhance the ELLs mathematical skills and abilities. The magazine, Time for Kids, is also used for the elementary students. The targeted intervention programs are presented in the English language.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
We are considering utilizing the Read Theory online reading program. This program is a K-12 online reading comprehension program with embedded assessments. The program enables students to read text at their “just right” reading level. ELLs are able to utilize the program at school and at home. The “at home” component of the Read Theory program, will develop family literacy. Students will be able to open free accounts for their parents and siblings. The Read Theory online reading program will enhance the ELLs academic performance across the curriculum.

10. If you had a bilingual program, what was the reason you closed it?
N/A

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs have equal access to all school programs at P.S. 138. The ELLs actively participate in the following exciting programs: New Victory Performing Arts Program, Beyond an Hour of Code, Medgar Evers Beacon After School and Saturday Programs. New Victory Performing Arts Program introduces students to a broad spectrum of dance, theater, music and circus production from around the world. This dynamic program offers a unique chance for students and their families to experience live performances at the New Victory Theatre. The New Victory program sends letters and brochures to the parents in their home language(s). The Beyond an Hour of Code program has a multilingual online component that empowers all the ELLs to code in English or their home language. The Medgar Evers Beacon After School and Saturday Programs provide small group assistance with homework. The homework assistance enables students to complete assignments and further understand concepts and information presented in class. Extracurricular activities enable students to explore a variety of interests in the field of arts and sports. Parents of ELLs receive letters and permission slips for students to participate in the Medgar Evers Beacon programs. ELLs are welcome to participate in all program activities. Title III AM Academy is a supplemental service offered to all ELLs. This supplementary service is designed to increase the students’ English language proficiency and academic achievement. Our program supplements mandated instruction for ELLs in general education and special education classes. Students actively attend our before-school program, Title III AM Academy. The Title III program enables certified teachers to provide standard-based instruction that addresses each student’s academic and linguistic needs. Balanced literacy and second language acquisition methodologies are used to develop the students’ skills in listening, speaking, reading and writing. This intensive instructional approach strives to develop the linguistic and literacy skills of students by incorporating research-based activities such as read-aloud, shared reading, guided reading, interactive reading, phonics, writing mechanics, shared writing, modeled writing and independent writing. In addition, students are engaged in standard-based activities in order to build upon their social, academic and cultural experiences. Students at different levels of language acquisition work together in groups. In this cooperative learning setting, not only is the group assessed as a whole, but students are also individually accountable for their works. Students will receive supplementary instruction in the following academic subjects: ELA, math, social studies and science.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
The following instructional materials are used to support ELLs: Awards Reading Program, Reading Instructional Roles for Older Readers (RIGOR), Phonic and Friends Reading Program, Interactive Reader, Into English and the Thinking Reader Technology
program. The English language arts anthology, Interactive Reader, presents a collection of poems, short stories, plays, songs, excerpts as well as nonfiction science and social studies texts. The CMP3 math program is used to enhance the ELLs mathematical skills and abilities. The magazine, Time for Kids, is also used for the elementary students. The following technological instructional programs are accelerating learning: Achieve 3000, Starfall, Hour of Code and Myon. The ENL classroom has three desktop computers, five laptops and a Smartboard. The interactive Smartboard accommodates the academic needs of different types of students: visual learners respond well to the visual projection elements, while tactile learners benefit from going up front and interacting directly with the Smartboard. The ENL classroom also has an extensive multilingual library that contains reference books, fiction books, nonfiction books and software.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
In the ENL instructional classroom, home language support is utilized to make content comprehensible. Students are taught to identify cognates during speaking, listening, reading and writing activities. The ENL teacher builds upon the ELLs’ rich linguistic background in order to develop their vocabulary and comprehension of complex texts. The ENL classroom also has an extensive multilingual library that contains reference books, glossaries, fiction books and nonfiction books. The multilingual library has books, software and audio materials in the following languages: Arabic, Bengali, Spanish, French, Haitian Creole, Fulani and Twi. Technology is also used to provide home language support. Students are allowed to use translation apps on their cell phones and/or devices.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
P.S. 138 ensures that our ELLs and former ELLs receive all required services support by carefully constructing the ENL teacher’s schedule. Students enrolled in grades K to 8 who score at the entering and emerging stages of English language acquisition on the NYSITELL/NYSESLAT receive 360 minutes of ENL instruction each week. Students enrolled in grades K to 8 who score at the transitioning and expanding stages of English language acquisition on the NYSITELL/NYSESLAT receive 180 minutes of ENL instruction each week. Former ELLs receive 90 minutes of supportive ENL instruction per week for two years. The ENL instructional program provides rigorous, academic content-area instruction in English. The teacher incorporates ENL strategies through Common Core State Standards. Students from the age of five to approximately thirteen are taught using ENL and ELA methodologies. Home language supports are utilized to advance the students’ academic performance across the content areas.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
P.S. 138 co-locates with Success Academy Charter School. The schools will communicate in order to ensure that the academic, linguistic and socioemotional needs of ELLs are met. Instructional and compliance resources will be shared at meetings and/or via emails.

16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
P.S. 138 currently does not have an activity that assists newly enrolled ELLs before the beginning of the school year.

17. What language electives are offered to ELLs?
French is the language elective offered to ELLs.

18. For schools with dual language programs:
   a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
   b. In which language(s) is each core content area taught?
   c. How is each language separated for instruction?
   d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?
   N/A
1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs and non-pedagogic staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Relevant professional development sessions are presented to all administrators and ELL personnel throughout the academic school year. The professional development sessions are designed to assess, monitor and improve instruction for ELLs and former ELLs. Professional development sessions will be held during Monday PD sessions and the Chancellor Conference days. Each professional development session will last at least one hour. As teachers attend sessions, they will meet the professional development requirement: 15% total hours ELL-specific PD for all teachers. The professional development sessions are designed to enhance teachers’ ability to effectively instruct English language learners. The PD session will emphasize the importance of reflective instruction. As teachers reflect on their instructional practices, they will discuss effective teaching strategies they have used in the classroom.

During the first Chancellor Conference day, teachers will attend a professional development session entitled “Datawise: Effectively Analyzing ELL Data.” This session will focus on the implementation of the Datawise protocol. Participants will learn the step-by-step process of using a wide range of data resources to improve instruction and students’ academic performance. During the second Chancellor Conference day, the ENL teacher will present a professional development session entitled, “Reflective Teaching and Best Practices for ELLs.” The participants will review the Common Core document entitled, "Application of Common Core State Standards for English Language Learners." This session will answer the question - How can we help English language learners successfully meet the Common Core State Standards? The participants will discuss the strengths and challenges of the implementation of CCSS. Participants will also compile a list of the best practices for ELLs. The discussion about these best practices will focus on strategies used to integrate language and content instruction for English language learners. This session will focus on the following components of standard-based instructions for ELLs: developing literacy-rich school environments, instruction that develops foundational skills in English, opportunities for classroom discourse and ongoing assessment and feedback to guide learning.

2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.

The ENL teacher will attend professional development sessions offered by the Field Support Center and DELLS. Fifty percent of her professional development hours will be ELL-specific. The professional development topics will include “language acquisition in alignment with core content area instruction. The professional development topics will include “language acquisition in alignment with core content area instruction. All teachers and administrators are scheduled to attend the required ELL training. At least 15% of professional development hours presented at P.S. 138 will focus on language acquisition for ELLs. These training sessions will be provided to teachers of ELLs and non-ELL teachers. ELL training will take place during scheduled professional development sessions. The professional development sessions will focus on the following topics: “Best Practices for Co-teaching Strategies,” “Datawise: Effectively Analyzing ELL Data,” “Integrating Language and CCSS Content for ELLs,” “Preparing ELLs for an Hour of Code,” “Effective Reading Strategies for ELLs” and “Reflective Teaching and Best Practices for ELLs.”

Professional development training session requirements:
- 15% total hours ELL-specific PD for all teachers
- 50% total hours ELL-specific PD for ESL/ENL teachers

<table>
<thead>
<tr>
<th>Dates</th>
<th>Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 6, 2017</td>
<td>“Best Practices for Co-teaching Strategies”</td>
</tr>
<tr>
<td>November 7, 2017</td>
<td>“Datawise: Effectively Analyzing Data Generated from the ELL Data Analysis Tool”</td>
</tr>
<tr>
<td>December 11, 2017</td>
<td>“Integrating Language and CCSS Content for ELLs”</td>
</tr>
<tr>
<td>February 5, 2018</td>
<td>“Preparing ELLs for an Hour of Code”</td>
</tr>
<tr>
<td>March 12, 2018</td>
<td>“Effective Reading Strategies for ELLs”</td>
</tr>
<tr>
<td>June 7, 2018</td>
<td>“Reflective Teaching and Best Practices for ELLs”</td>
</tr>
</tbody>
</table>
During the 2018 - 2019 school year, teachers will actively participate in the Teq online professional development program. Its course library includes sessions that targets effective instructions for English language learners at every stage of English language acquisition. Records of the professional development activities will be kept in the ENL Administrative binder. These records will include the agendas and attendance sign-in sheets.

September 4, 2018  “Lesson Planning for ENLs”
November 7, 2018  “Google Tools to Support English Language Learners”
January 7, 2019  “Resources for Teaching Idioms and Colloquialisms to ELL Students”
March 11, 2019  “Listenwise for ELL Instruction”
April 8, 2019  “Project Based Learning for ENL/ELL”
June 2019  “Web Resources for ELL Teachers”

Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

P.S. 138 conducts annual meetings for parents or guardians of ELLs to discuss the ENL program goals and language development progress. At least one individual parent meeting is scheduled for the academic year. This meeting is in addition to parent-teacher conferences, initial parent orientations and quarterly progress meetings. The agenda includes a presentation of the language proficiency assessment results, goals of the program, language development progress and language development needs in all content areas. The presentation consists of an interactive discussion and technological displays on a laptop. The ENL teacher schedules appointments to meet with parents individually. Appointments are scheduled via emails, telephone calls and parent letters.

Parents’ involvement is encouraged at all school activities, workshops and programs. Parents of ELLs are invited and encouraged to attend all workshops. The principal and the assistant principal attend all the workshops and are available to translate the content into both Spanish and Haitian Creole. Five to six parent workshops are held each year. The parent coordinator, Ms. Marthone has presented the following workshops this year: “How to Use Dial-a-Teacher,” “Legal Shield,” “Science Project Night,” “Understanding the Common Core Standards,” “Reading & Math Workshop” and “Preparing your Child for the State Assessments.” In addition to attending workshops, parents of ELLs attend orientation sessions and actively participate in award ceremonies for their children. Attendance for parents of ELLs is extremely high at the award ceremonies.

The parent notification letters and flyers will be distributed in English and the parent preferred language. The tear-off section of the letter will give parents opportunities to respond to the letters. Parents can communicate their attendance and their need of an interpreter. Members of the language access team are scheduled to participate in the workshops. The language access team members, ENL teacher and/or parent coordinator will review the information presented on the tear-off section of the letters. If a member of the LAC team does not speak a requested language, an interpreter will be hired from a contracted vendor.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Our school fosters parental involvement by creating a welcoming environment during office and school visits. ELL parents are actively involved in the following parent activities: parent workshops, celebrations of student work, special events and award ceremonies. Written communication for all parent involvement activities are translated into the following languages: Arabic, Bengali, French, Haitian Creole and Spanish. Parents are informed that translators are available at parent involvement activities. Our translators consist of members of the language access team, contracted interpreter from a contracted vendor, parent volunteers and community volunteers. Every Tuesday, members of the Language Access Team are available to confer with parents.

The ENL department conducts two parent orientation sessions for parents of ELLs. These sessions provide parents with pertinent information about the NYC school system, academic and graduation requirements for all students. At these sessions, parents are given the opportunity to network and establish a multilingual support system. The ELLs department also hosts an annual Multicultural Day Celebration. At this celebration, students are given the opportunity to...
present works in their home language and English. When each parent hears their children speak English and their home language in an academic environment, they are welcomed.

<table>
<thead>
<tr>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.</td>
</tr>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>
Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Marie Chauvet-Monchik, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marie Chauvet-Monchik</td>
<td>Principal</td>
<td></td>
<td>09/05/17</td>
</tr>
<tr>
<td>Lewis St. Victor</td>
<td>Assistant Principal</td>
<td></td>
<td>09/05/17</td>
</tr>
<tr>
<td>M. Marthrone</td>
<td>Parent Coordinator</td>
<td></td>
<td>09/05/17</td>
</tr>
<tr>
<td>Wendy Charles</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>09/05/17</td>
</tr>
<tr>
<td>B. Cayard</td>
<td>Parent</td>
<td></td>
<td>09/05/17</td>
</tr>
<tr>
<td>Michelle Hird</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>09/05/17</td>
</tr>
<tr>
<td>Claudette Robinson</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>09/05/17</td>
</tr>
<tr>
<td>Marie Letang</td>
<td>Coach</td>
<td></td>
<td>09/05/17</td>
</tr>
<tr>
<td>J. Cuyson</td>
<td>Coach</td>
<td></td>
<td>09/05/17</td>
</tr>
<tr>
<td>Carla Robinson</td>
<td>School Counselor</td>
<td></td>
<td>09/05/17</td>
</tr>
<tr>
<td>Mr. Clarence G. Ellis</td>
<td>Superintendent</td>
<td></td>
<td>09/05/17</td>
</tr>
<tr>
<td>Marie Bastien</td>
<td>Field Support Center Staff Member Marie Bastien</td>
<td></td>
<td>09/05/17</td>
</tr>
<tr>
<td>K. Domitrz</td>
<td>Other Related-Service Provider</td>
<td></td>
<td>09/05/17</td>
</tr>
<tr>
<td>Ms. Mason</td>
<td>Other Parent</td>
<td></td>
<td>09/05/17</td>
</tr>
<tr>
<td>Ms. Y. Cellius-Guillaume</td>
<td>Other Parent</td>
<td></td>
<td>09/05/17</td>
</tr>
</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 17K138  School Name: P.S. 138  Superintendent: Mr. C. Ellis

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mardianiva</td>
<td>Marthon</td>
<td>Parent Coordinator</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Wendy</td>
<td>Charles</td>
<td>ENL Teacher</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child’s education (Chancellor’s Regulation A-663).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from:
   - Part III of the Home Language Identification Survey (HLIS)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

Parent engagement is the methodology used to assess the language preference(s) of our parent community. As parents enter the school building, they can read translated information, multilingual signs and posters. Every parent who speaks a language other than English is presented with a language preference card. The language preference, “I speak…..” card allows the parent to communicate with a trained member of the language access team in his/her language of choice. In the event that a member of the language access team is not fluent in a requested language, the over-the-phone interpretation service is used. Every parent’s language requests is documented and filed.
We actively collect data about the primary language spoken by parents of every child enrolled at P.S. 138. During the data collection process, we also determine if parents need language assistance in order to communicate with school staff members. Throughout the academic year, home language data is collected from ATS documents and Home Language Surveys, as well as, through anecdotal records from the pupil accounting secretary and teachers. Within 5 days of student enrollment, the parent coordinator reviews the ATS language and geographic reports, RCPL, RPOB and UPPG, in order to determine the primary language spoken by the parent of each student. After reviewing the ATS documents, the number of home languages represented in your school community is identified. The following non-English home languages are spoken by parents: Arabic, Bengali, Haitian Creole, French, and Spanish. The staff confirms the ATS report by reviewing the students’ cumulative records.

The staff distributes the DOE’s language preference letters to parents in order to assess their language. Part III of the HLIS gives parents an opportunity to identify their written and spoken language preference. This information is also found on multilingual emergency cards. The ENL teacher compiles a four column table with the following headings: Student’s Name, Parent’s Name, Language Preference for written information, and Language Preference for oral communication. The complete table is used by the parent coordinator, pupil accountant secretary, homeroom teacher and ENL teacher. The table is disseminated to the school community and filed with the pupil accountant secretary.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>580</td>
<td>85.88</td>
<td>580</td>
<td>85.98</td>
</tr>
<tr>
<td>Spanish</td>
<td>40</td>
<td>4.12</td>
<td>43</td>
<td>4.43</td>
</tr>
<tr>
<td>Haitian Creole</td>
<td>35</td>
<td>3.61</td>
<td>37</td>
<td>3.81</td>
</tr>
<tr>
<td>Arabic</td>
<td>34</td>
<td>3.51</td>
<td>32</td>
<td>3.3</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

N/A

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.
2018-19 CEP

### Translation Plans

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notification of 4 Parent Conferences</td>
<td>September 7</td>
<td>The notification letter will be translated by the NYCDOE Translation Unit. The letters will be translated at least three weeks prior to the event.</td>
</tr>
<tr>
<td>Title III AM Academy</td>
<td>October 30</td>
<td>The notification letter will be translated by the NYCDOE Translation Unit. The letters will be translated at least three weeks prior to the event.</td>
</tr>
<tr>
<td>Parent Conference Reminders</td>
<td>November 1, March 1, May 1</td>
<td>The notification letter will be translated by the NYCDOE Translation Unit. The letters will be translated at least three weeks prior to the event.</td>
</tr>
<tr>
<td>Trip Slips New Victory Program</td>
<td>October 16</td>
<td>The notification letter will be translated by the NYCDOE Translation Unit. The letters will be translated at least three weeks prior to the event.</td>
</tr>
</tbody>
</table>

### Interpretation Services

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Teacher Conferences</td>
<td>September 12, November 1, March 1, May 1</td>
<td>Members of the LAC team are available to provide interpretation services in the following languages: Haitian Creole, French, and Spanish. An Arabic interpreter will be contracted through a vendor. Over-the-phone interpretation services will be available.</td>
</tr>
<tr>
<td>Parent Workshops</td>
<td>October 1, January 8, March 15</td>
<td>Members of the LAC team are available to provide interpretation services in the following languages: Haitian Creole, French, and Spanish. An Arabic interpreter will be contracted through a vendor. Over-the-phone interpretation services will be available.</td>
</tr>
</tbody>
</table>
### Parent Orientation Sessions

<table>
<thead>
<tr>
<th>September 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Throughout the school year</td>
</tr>
</tbody>
</table>

Members of the LAC team are available to provide interpretation services in the following languages: Haitian Creole, French, and Spanish. An Arabic interpreter will be contracted through a vendor. Over-the-phone interpretation services will be available.

### Student Award Ceremonies

<table>
<thead>
<tr>
<th>June 6</th>
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</table>

Members of the LAC team are available to provide interpretation services in the following languages: Haitian Creole, French, and Spanish. An Arabic interpreter will be contracted through a vendor. Over-the-phone interpretation services will be available.

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

In the event of a school emergency, parents/guardians will hear a clear and concise message from P.S. 138 via the robocall system. Parents will be informed about the incident and the safety of their children. The message will be clearly presented in English, followed by a French, Spanish, Haitian Creole and Arabic. Members of the language access team will interpret the message and be available to communicate with parents in the following languages: French, Spanish and Haitian Creole. Over the phone translation services will be available for parents who apt to call the school for additional information. Students will take home translated letters that detailed the school emergency.

---

**Part C: Training Staff on Policies and Procedure**

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Every year, the parent coordinator/ language access coordinator conducts a professional development session that addresses the school’s role in facilitating the provision of language access services to parents. At the professional development session, teachers are informed about Chancellor’s Regulation A-663 and the available services available to parents. The professional development facilitator presents pertinent information about resources and multilingual services offered by the over-the-phone interpretation and Translation and Interpretation Unit. Teachers receive contact information, website and telephone numbers. Teachers are also given a language ID guide, language palm cards, along with the translation and language brochures. The facilitators also identify strategic locations of multilingual signs and posters in parent’s preferred language.

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**Part D: Providing Notice of Language Assistance Services**

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:
- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

P.S. 138 fulfills Section VII of Chancellor’s Regulations A-663 regarding parent notification requirements for translation and interpretation by following the guidelines stated in the regulations. We provide translation and interpretation services to parents who require language assistance in order to communicate effectively with the school staff members. The oral and/or written language assistance is provided in a timely manner.

Letters and documents are emailed to the Translation Unit at least seven days prior to the school’s distribution date.

Interpretation services are provided by a NYCDOE contracted vendor. The interpretation services are scheduled for parent-teacher conferences and workshops. The vendor can also be contracted for oral interpretation services during IEP meetings. Over-the phone interpretation service is also provided to non-English speaking parents. P.S. 138 has updated the multilingual information signs by posting new signs near the primary school entrance and in the main office. The “Notice for Parents Regarding Language Assistance Services” is posted at the main entrance. The school safety officers and office staff use the language ID guide during the communication process. Parents also receive a translated version of the Parents’ Bill of Rights and Parents’ Guide to Language Access.

Part E: Monitoring Provision of Language Services
Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

The administration plays an active role in monitoring the quality and availability of language access services to parents. Members of the language access team are required to maintain an interpretation log. The interpretation log documents telephone calls made and face-to-face meetings. Completed interpretation logs are filed in the language access coordinator’s binder.

Parent school surveys are used as a mechanism to gather feedback from parents for the school to analyze the availability and quality of language access services.