

2022-2023

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN	17K138
School Name	P.S. 138 Brooklyn
Principal	Marie Chauvet-monchik

COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

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SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING

Overview of Comprehensive Education Planning

This section provides an overview of the education planning process, inclusive of guidance on conducting a comprehensive needs assessment. The Comprehensive Education Plan (CEP) satisfies all regulatory requirements set forth by the New York State Department of Education (NYSED) under the Every Student Succeeds Act (ESSA) and aligns with the Chancellor's **Four Pillars for Building Trust in NYC Public Schools**: 1) Reimagining the Student Experience; 2) Scaling, Sustaining and Restoring What Works; 3) Prioritizing Wellness and its Link to Student Success; 4) Engaging Families as True Partners.

The Education Planning Process



The CEP is a document that engages stakeholders in continuous improvement practices through an equity lens. The School Leadership Team (SLT) follows these steps to develop the CEP.

The CEP development process begins with the identification of Areas of Concentration (AOCs), followed by a comprehensive needs assessment informed by an analysis of the school’s most current data to identify inequities. Once the SLT clearly understands school needs, priorities and root causes, the team uses this data analysis to set specific, measurable, attainable, relevant and timely—SMART goal(s) for AOCs. Next, the SLT determines targets to measure progress toward meeting the annual goals. The SLT, in collaboration with other instructional leaders, creates progressive action steps including professional learning and identifies strategies to support parent, family and community empowerment to support the achievement of CEP goals. The SLT aligns the school-based budget with human and instructional resources to support implementation of the action plan and achievement of annual goals.

As schools set goals and plan action steps, they provide opportunities for all children to meet NYSED’s proficient and advanced levels of student academic achievement. These include evidence based instructional strategies that address the educational needs of historically underserved populations and tackle structural inequities. Schools indicate how the plan addresses the needs of Multilingual/English Language Learners (ML/ELL) through development of the school’s Language Allocation Policy (LAP) & Title III Application (if applicable) and the Language Translation and Interpretation (LTI) Plan, that are required as part of the Comprehensive Education Plan. Schools also address the needs of Students with Disabilities (SWD) through the Quality Individualized Education Program (IEP) Area of Concentration.

CEP Guidance on Conducting a Comprehensive Needs Assessment

CEP Guidance on Conducting a Comprehensive Needs Assessment

Directions: Conduct a comprehensive needs assessment for each Area of Concentration (AOC). The information below provides guidance for reviewing and analyzing student and school performance trends to uncover root causes for low student achievement.

- **Review Multiple Data Sources:** Use the most current and available information including, but not limited to, the following sources of formative and summative data:
 - Qualitative and quantitative data, including pre-COVID-19 learning data
 - Potential ESSA Accountability Indicator Goal Sheet.
 - Instructional Leadership Framework (ILF), Supportive Environment Framework (SEF) Inventories, and NYC School Survey results should be considered when developing a SMART Goal for the Supportive Environment (SE) AOC.
- Quality Review Reports, NYSED and NYCDOE CSI/TSI Support Visits, Receivership Quarterly Reports (as applicable), and **Diagnostic Tool for School and District Effectiveness Framework (DTSDE)**
 - NYSED School Report Card, NYC School Quality Guide, NYC School Performance Dashboard, New Visions, NWEA MAP and/or other formative assessment data, and NYCDOE’s **State Accountability Resource Tool (StART)**, for specific NYSED accountability student subgroup information.
- **Analyze Data Trend(s) to Identify Areas of Strength and Need:** Identify data trends by grade, cohort, and content area(s) to surface gaps and inequities. Compare data sets to identify instructional and school practices that are impacting student performance. Guiding questions to consider:
 - *What does the data reveal about improving and declining student performance trends within grades, cohorts, and student subgroups?*
 - *What inequities are evident between highest and lowest performing student subgroups? Which subgroup(s) scored at Level 1 based on NYSED ESSA accountability requirements?*
 - *What does the data suggest regarding the effectiveness (or ineffectiveness) of current school programs, practices, and/or strategies/initiatives? What*

areas may need to be strengthened?

- Are there any differences in student performance between program delivery models for ML/ELL and SWD? (e.g., for special education: self-contained vs. ICT; for ML/ELL: Transitional Bilingual Education (TBE) vs. Dual Language)
- How does delivery of instruction factor into data trends? What are the implications for teacher quality and professional learning?

- **Identify Root Cause(s):** After analyzing the data, engage in a process for uncovering root causes or contributing factors for low student and school performance. Develop theories or hypotheses to explain why these needs exist and why your school is getting its current outcomes. Root causes could be related to gaps and inequities in areas such as curriculum & instruction, school systems & structures, student support services, school climate & safety, and family & community engagement. Focus on the causes, rather than the symptoms. Use the **5 Whys Method** or other methods for identifying root causes. Consider the questions below and additional questions and resources linked **here**:
 - What theories or hypotheses explain the current student and school outcomes?
 - Are there root causes specific to certain subgroups, grades, cohorts, or content area(s)?

Additional resources and supports are available below.

- Use this **CEP Needs Assessment Worksheet** to help your SLT and stakeholders identify appropriate data sources, data trends, priority needs and root causes.
- For guidance and best practices on engaging stakeholders in a comprehensive needs assessment and root cause analysis, see this **deck**.
- A current list of all CEP/Title I resources can be found on this **CEP/Title I Resource Directory**.

SECTION 2: SCHOOL INFORMATION

School Information

School Name:	PS/MS 138
District Borough Number (DBN):	17K138
Grades Served:	Pre-Kindergarten 3 year old - Eighth grade
School Address:	760 Prospect Place, Brooklyn, New York 11216
Phone Number:	718 467-0800
Fax:	718-953-3422
School Contact Person:	Lewis St. Victor
School Contact Person Email Address:	mchauve@schools.nyc.gov
Principal:	Marie B. Chauvet-Monchik

United Federation of Teachers (UFT) Chapter Leader:	Hamesh Massay
Parents' Association President:	Loraine Buchannoan
SLT Chairperson:	Mr. Lewis St. Victor
Title I Parent Advisory Council Chairperson (PAC):	
Student Representative(s) Middle /High School:	Angelic Cadet
Student Representative(s) Middle /High School:	Yousef Alashmeli
Community Based Organization (CBO) Representative:	Medgar Everts Crown Heights Beacon
School-Based Students in Temporary Housing (STH) Liaison:	Kimmel McIntosh

District Information

Geographic District:	District 17
Superintendent:	Shenean Lindsay
Superintendent's Office Address:	2244 Sterling Place Street, Brooklyn, NY 11213
Superintendent's Email Address:	slindsay@schools.nyc.gov
Phone Number:	718 221-4372
Fax:	718 221-4326

SECTION 3: CEP SLT/STAKEHOLDER SIGNATURE PAGE

School Leadership Team (SLT) Signature Page

All School Leadership Team (SLT) members are expected to sign this page to confirm their participation in the development of this Comprehensive Education Plan (CEP) and that they have been consulted regarding the alignment of the school-based budget to support this school’s educational program, which includes annual goals and action plans, Multi-Tiered Systems of Support (MTSS), Supportive Environment Framework, 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**. The SLT also serves as the Core Community Engagement Team (CET) for Receivership Schools. Go to the **School Leadership Team Resources** page to learn more information. Under the Federal Every Student Succeeds Act (ESSA), NYS Education Law and Commissioner’s Regulations, stakeholder participation in the development of the CEP must include multiple constituencies who represent the school community. Note: Stakeholders participating in the development of the CEP who are not listed on the SLT page sign the section below entitled *Additional Stakeholder Participation on CEP Development*.

Directions: List the names of each SLT member in the first column on the chart below.

- Specify the constituent group represented, e.g., parent, staff, student. Note: Two student minimum required for high schools; SED requires CSI/TSI Middle Schools to have student representation.
- Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*. Note: The Core SLT members also serve as the CET for Receivership schools.
- SLT members should review this document and sign in the Signature column. If an SLT member does not wish to sign this plan, the member must check the box under the column “Opt Out of Signing, if applicable” and may provide the principal with a written explanation in lieu of a signature, which must be maintained on file at the school and uploaded in **iPlan** with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
- The original signed copy, along with any written/electronic communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.
- Schools may modify their SLT bylaws as needed to address additional school and/or ESSA requirements for stakeholder engagement.

SLT Member Name	Position and Constituent Group Represented	Signature
Marie B. Chauvet-Monchik	*Principal	
Hamesh Massay	*United Federation of Teachers (UFT) Chapter Leader	
Loraine Buchannan	*Parents’ Association (PA)/ Parent-Teacher Association (PTA) President or Designated Co-President	
Denise Jones	District Council 37 (DC 37) Representative (staff), if applicable	
Frederique Uster-Ugg	Title I Parent Advisory Council Chairperson (or alternate)	
None	Student Representative (Required for high schools)	
None	Student Representative (Required for high schools)	
Maxime Seals	CBO Representative, if applicable	
	Student Representative (Required for CSI, TSI, Receivership Middle Schools)	
	Student Representative (Required for CSI, TSI, Receivership Middle Schools)	
Lewis St Victor	Staff	
Mardia Marthone	Staff	
Ms. Erika Gourdet	Parent	
Giselle Di Gennaro	Parent	
okini Hypolite	Parent	
	Parent	
	Staff or Parent	

Additional Stakeholder Signature Page

Directions: Stakeholders participating in the development of the CEP who are not listed on the SLT page may sign below. Additional stakeholders may include, but not be limited to, school and district leaders, school staff, parents/families/guardians, students, community organizations, additional Core Community Engagement Team (CET) members (if applicable), members of the **School Implementation Team (SIT)**, and/or school-based staff development committee that serves as the Instructional Leadership Team (ILT) tasked to improve instructional practice across the school. Go to NYSED’s guidance on **Requirements for Meaningful Stakeholder Participation** to learn more.

- List the names of additional stakeholders in the first column on the chart below.
- Specify the constituent group represented.
- Stakeholders should review this document and sign in the Signature column. If the stakeholder does not wish to sign this plan, the member must check the box under the column “Opt Out of Signing, if applicable” and may provide the principal with a written explanation in lieu of a signature, which must be maintained on file at the school and uploaded in **iPlan** with the original SLT signature page. Note: Signature of the additional stakeholders indicates participation in the development of the CEP, not approval.
- The original signed copy, along with any written/electronic communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Wendy Charles	ENL Teacher ILT member	
Claudette Robinson	Testing Coordinator Data Team Leader	
Lucrese Edwards	Early Childhood Grade leader ILT	
Marie Letang	Assistant Principal- ILT Leader	
Jesenia Tavera	Parent Coordinator- Parent Team	
Dr. Wilhelmina Early	Staff Developer ILT Member	
Carla Robinson	Guidance Counsellor ILT	
Mikdyva Alexandre	Dean Safety Team	
Kimmell Mcintosh	STH Coordinator Parent Team	

SECTION 4: SCHOOL SUMMARY

School Summary

Your School's Accountability Status:	good standing
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Provide your school’s mission statement:	Vision While striving for excellence, P.S. 138 creates an all-inclusive, risk-free learning environment where all students are given the opportunity to succeed academically and develop emotionally in a culturally diverse society. At P.S. 138, our team actively engages in differentiated instruction based on continuous assessments and data analysis. Students are empowered to share in the ownership of their learning while engaging in collaborative and rigorous independent academic tasks that reflect critical thinking, logical reasoning, and making connections to real-world experiences in preparation for college, career and a successful life. Mission Children First! High expectations based on effective effort while teaching students, according to their abilities, all core curriculum, using the Next Generation Standards that include math, literacy, writing across the curriculum, STEAM, and advanced classes in an inclusive, safe and orderly environment. This mission involves staff, students, parents and administrators working collaboratively to find solutions to raise academic and social performance for all students, so they can be well-rounded individuals who are college/career ready and productive members of the global society. There are no excuses. Effort is the answer. Failure is not an option.
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Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships:

Include demographic information about your school's student population.

At P.S.138, we are committed to educating all students while elevating their cognitive development and addressing their social-emotional health as they strive for excellence. Although people are still getting sick from Covid -19, we continued to provide excellence in a time of hardship due to the effect of Covid-19. We maintained a standard of educational excellence in our school that, while challenging and new, allowed parents, students, and teachers an opportunity to shine. P.S.138 will continue to strive for excellence as we plan for the of our school for the 2022-2023 school year. NYCDOE led by: Ms. Shenean Lindsay, District 17 Superintendent, Chancellor David E. Banks and Mayor Eric Adams "is working closely with guidance from City, State, and Federal health authorities; in providing a safe learning environment for all students despite the continued threat of the pandemic that still affect many of us. There is no longer a remote learning option available in the New York City school system. A set of Guiding Principles have been developed for the upcoming school year. Our first one being Health and Safety. In order to maintain a safe and healthy capacity in the building, a new School Programming Model will be put into place. The second Guiding Principle is Academic Equity. We will continue to provide excellence in education by providing students with a rich, rigorous, and engaging curriculum through blended learning opportunities. We will provide all students with internet-ready devices to guarantee access to technology. The final Guiding Principle, School Community is at the heart of why all these implementations and procedures need to happen for your safety, your child's safety, and the safety of all members of the P.S. 138 family. We will maintain frequent, consistent, and transparent communication with families, schools, and partners throughout the school year. While we have been eager and motivated to create a safe learning environment for all students, know that there is no perfect plan that exists without risk. However, P.S. 138 has put together a plan that aims to keep the integrity of our school's mission which is Educate to Elevate. Our administrative staff, along with the ILT SLT and the Covid-19BRT teams, composed of teachers and parents, have been discussing reopening plans and how it might look like. We are confident that our efforts will provide all our students with an educational experience that is academically rich, rigorous, hands-on, exciting, and engaging, with many opportunities to succeed. While these plans have been carefully and methodically crafted, they are subject to change in accordance with the fluid nature of the COVID-19 virus. In response to any COVID-19 health and risks that may occur, we will rapidly adjust our instructional model to remain flexible in our endeavors, with the singular goal of having our students maintain educational excellence in a safe and healthy manner that we are accustomed to at P.S.138. Academic Equity We commit to greater equity among students and the education they receive, the learning environment in which they receive it—whether virtual or in-person. Additionally, our commitment remains steadfast to academic achievement for students through high-quality instruction, tailored enrichment, and culturally responsive educational practices that allow students to see themselves reflected in the materials and lessons of their education. Priority will be placed on in-person learning for students and families who have trouble accessing and engaging in remote learning. My original plan was to provide all students from Pre-Kindergarten through the fifth grade five days live instruction. I have to alter the plan do to amount of staff who opted to work remotely. School Community Community and continuity all year among students and between students and teachers/staff will continue to guide our decisions. As we move forward, deeper empowerment as an essential partner in student's education is of paramount importance. Frequent, consistent, and transparent communication with families, schools, and partners will be a cornerstone of our success. To maintain continual communication with families, PS138 will send notices home, send robotic phone messages, as well as to use internet-based apps such as Class Dojo and Remind. Remind, in particular, will allow teachers to translate their intended messages to the specific language for those parents who have limited English proficiency. Additional Apps such as Zoom, Microsoft Team and Google Meet will allow teachers to conduct online meetings with parents. The Parent Coordinator and the Community Associate will work diligently to increase parental participation through Zoom meetings, or in person activities. The Parent Coordinator will develop both a Virtual and hard copy of a Parent Handbook with all pertinent school protocol information for the 2022-2023 school year. Because of the necessary safety protocols, which this pandemic necessitates, parents will not be allowed in the school building without an appointment and showing proof of vaccination upon entering the building. Accordingly, parents will be referred to the proper personnel and be able to readily communicate with personnel via phone, text, email, or online video conferencing to receive the necessary help needed to support their families. The Parent Coordinator and the Community Associate will become the bridge between the school and the parents by conducting parental outreach as needed. They will also conduct various online parental workshops to provide the necessary support needed to alleviate stress and to ensure that student needs are being met, continuously. The School Counselor will work closely with students and their parents to confidentially, address students' social- emotional and academic needs. She will also work collaboratively with the teachers, Parent Coordinator, Community Associate, Family Workers, Dean of Discipline, Student Support Services, Crisis Intervention Team, Outside Agencies, Administrators and the Attendance Team to help address the needs of all students. The Dean of Discipline will work closely with all the teachers, staff and parents to reinforce safety and disciplinary procedures. She will continue to work collaboratively with the School Counselor and the medical team to ensure she is meeting the social and emotional needs of the students. She will conduct meetings virtually and in person if needed. She will continue to promote College Access for All initiatives, Equity in Education, Social Emotional Learning and Health. She will also write the Safety and Sustainability Plan and keep up-to-date with STARS, OORS, and the Health and Safety Coordinator. Principal's Cabinet Meeting The administrative team will meet at 7:30 a.m., prior to student arrival as needed. The morning cabinet meeting will be a short conversation on daily expectations and update information to anticipate and plan for any possible unforeseen circumstances. The principal will also meet with the cabinet in the afternoon to debrief and adjust for the following day. The principal will meet with the Assistant Principal each Friday, at 3:00 p.m. The principal and the members of her cabinet are responsible to monitor the quality of instruction occurring in the school and online. They must create a safe, healthy and positive learning environment for all the people in the building. The principal and the Assistant Principal will visit classroom and perform teacher observation and walk-through. Members of the ILT Team, along with the principal, will participate in walkthroughs as well. They will use the information to perform inquiries and to set expectations on how to improve instruction and determine the school needs. The Instructional Leadership Team will meet every Tuesdays between three and four pm. The principal will meet with the Data Team to analyze the data and set structure for differentiating instruction and implementing RTI Interventions. The principal will also meet with the Custodial Engineer to assure that all health and safety measures are in place daily. she will assure that the school is taking every precautionary measure to keep the building clean and safe for all constituents. She will also meet with the School Wellness Team as needed to assess the condition of the school daily. The Assistant Principal is given specific assignments and responsibilities. One of the assistant principals is responsible for attendance, Grades K-2, Compliance, Professional Development and ELA. The assistant principal oversees purchasing, Grades,3 through

8, Professional Development, Math, and Testing. She is responsible for, Special Education, IEPs, educational assistants, Grades PK, 6,7 and 8, Health /Safety and Parental Involvement. The assistant principal works collaboratively with the principal and the entire school community to promote the school mission and vision. We are committed to creating an educational setting where children learn in a safe and welcoming environment. That is why our motto is, Educate to Elevate.

What are the primary digital and/or print curricula/programs used for ELA and Math:

Indicate the content area, grade band and any adaptations made.

Content Area (Indicate ELA and Math Only)	Grade Band	Digital and/or Print Curricula/Program	Adaptations
	k-2	Foundations, TC (ELA) Envision (Savvas) for Math	
	3-5	Ready Gen (ELA) Envision (Savvas) for Math	
	6-8	Code-X (ELA) Go Math for Mathematics	

SECTION 5: CONTINUOUS IMPROVEMENT PLANNING (GOALS, PROGRESS MEASURES, ACTION PLANS)

DIRECTIONS: IN COMPLETING THIS SECTION, YOUR SLT WILL ENGAGE IN THE STEPS LISTED BELOW TO INFORM THE DEVELOPMENT OF SCHOOL GOALS AND ACTION PLANS.

- REVIEW MULTIPLE SOURCES OF FEEDBACK REGARDING DATA, PRACTICES, AND RESOURCES TO IDENTIFY INEQUITIES, NEEDS AND ROOT CAUSES. REFER TO THE GUIDANCE FOR DEVELOPING A COMPREHENSIVE NEEDS ASSESSMENT ON THE FOLLOWING PAGE.
- DETERMINE PRIORITY NEEDS, ROOT CAUSES, AND GOALS BASED ON THE NEEDS IDENTIFIED.
- SHARE THE CEP GOALS AND ACTION PLANS WITH THE FULL SCHOOL COMMUNITY AND ENGAGE ALL STAKEHOLDERS IN IMPLEMENTING THE PLAN.

NOTE: YOUR SCHOOL MUST COMPLETE ONE (1) GOAL FOR EACH REQUIRED AREA OF CONCENTRATION (AOC). IN THE IPLAN PORTAL, YOUR SCHOOL CAN IDENTIFY MORE THAN ONE GOAL FOR EACH AOC, IF DESIRED, AND YOU CAN ALSO IDENTIFY GOALS FOR OPTIONAL AOCs.

AREA OF CONCENTRATION ELEMENTARY/MIDDLE SCHOOL ELA

Priority Needs and Root Causes

Directions: After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
There is a need to implement the ELA Next Generation Learning Standards as an instructional tool for all students.	Students performance in ELA has dropped due to effect of the pandemic as measured by the 2022 NYS ELA exam. It is our goal to implement the ELA Next Generation Learning Standards while teaching all components of literacy instructions to address the learning loss across the grades.	Due to an alarming number of recurring Covid cases, students and staff were out frequently, causing significant decline in attendance. Therefore, instruction was delivered by substitute teachers mostly inexperienced and/or not licensed in the content area they were assigned to teach.
There is a need to address the needs of the at-risk learners in grades Kg-8.	The need to address at risk learners in grades Kg-8 was determined by the diagnostic assessment in ELA (Grades K-8), NYC BOY, MOY, EOY assessments (Kg-8), MAP Growth (grades 3-8), 2022 NYS ELA assessment (grades 3-8), and Running Record, Acadience, DIBLES (Grades K-2). Although school is currently operating in person, some of the remote learning platforms will still be utilized to keep students engaged in digital learning. All teachers will create their own Google classrooms as they did during the last three years. They will have homework assignments posted in Google classrooms. Parents will be messaged as well in Google classroom. In the event students are tested positive for Covid19/absent for an extended period of time, they will be able to continue to receive instruction.	Due to an alarming number of recurring Covid cases, students and staff were out frequently, causing significant decline in attendance. Therefore, instruction was delivered by substitute teachers mostly inexperienced and/or not licensed in the content area they were assigned to teach. During 2022-2023 school year, two teachers are on medical leave. We anticipate this will have a negative impact on the students' achievement.
There is a need to implement RTI to address the needs of the students who are performing below grade level. differentiated data driven instruction in addressing the disparities between students diverse learning curve.	RTI services for students of grades 3-8 were determined by the results of the 2022 NYS ELA assessment in grades 3-8. Currently, there are 48 level one students and 63 level two students in grades 3-8, as measured by the New York State ELA and Math administered in spring 2022. In addition, other indicators such as in-house diagnostic assessment, the BOY, MAP Growth were used to identify all students' performance levels. Students in grades K-2 took the BOY, DIBLES, Running Records, and Acadience. At present, there are 23 first and second graders reading level A and B books. These students need academic intervention.	Due to an alarming number of recurring Covid cases, students and staff were out frequently, causing significant decline in attendance. Therefore, instruction was delivered by substitute teachers mostly inexperienced and/or not licensed in the content area they were assigned to teach. Our task is to identify individual student's strength and weaknesses in order to address their academic needs.

Elementary/Middle School ELA SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED's Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED's guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Black	36% in ELA.	By June, 2023, Elementary/Middle School ELA for Black will Increase from 36 % to 46 in ELA%, from 36% in ELA. to 46%, as measured by PS 138 current attendance rate is 88% during the year 202/12022. By June 2023, PS 138's attendance rate will increase by 3 %. We will surpass the 90% attendance rate, .
Black	90	By June, 2023, Elementary/Middle School ELA for Black will Increase 92%, from 90 to 92, as measured by ATS and Insight tools.
Black	The school current ELA school is at 38% in ELA for Elementary school and Middle school. The ELA score will be at 8 % by June 2023.	By June, 2023, Elementary/Middle School ELA for Black will Increase There will be a 8% increase in the ELA scores by June 2023.%, from The school current ELA school is at 38% in ELA for Elementary school and Middle school. The ELA score will be at 8 % by June 2023. to 50 Black students will be targeted for this increase. , as measured by By June 2023, the school ELA score will increase by 8% in the New York State exam. .

Progress Measures and Targets

Directions: It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		September/October 2022			
NYC Performance Task ELA Assessments: Benchmark, BOY, MOY, EOY	The percentage increase on NYC Performance Task ELA Assessments: Benchmark, BOY, MOY, EOY.	35% of all students showed mastery on the ELA assessment.	Students' assessment scores will increase by 2%.	Students' assessment scores will increase by 3%.	Students' assessment scores will increase by 5%.
BOY, MOY, EOY NYC assessments, standard based writing rubrics	Identifying central idea, making inferences based on textual evidence, students will produce 10 published writing pieces- narrative, persuasive, poetry, explanatory, argumentative (dependent on on grade band)	MOY-NYC assessment, end of unit test, 5 published writing samples	Black students		
NYC Performance Task ELA Assessments: Benchmark, BOY, MOY, EOY	The percentage increase on NYC Performance Task ELA Assessments: Benchmark, BOY, MOY, EOY.	35% of all students showed mastery on the ELA assessment.	Students' assessment scores will increase by 2%.	Students' assessment scores will increase by 3%.	Students' assessment scores will increase by 5%.

Action Planning - August to January

Directions: Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/21/2021	11/02/2021	Implement Culturally Responsive Instruction throughout curriculums. Provide ongoing virtual professional learning opportunities for teachers. Provide virtual parental support. Provide ongoing Social Emotional Learning to support students' emotional needs due to COVID-19. Administer standard-based formative pre-assessment to measure students' reading and writing skills online and in print. Administer Boy (NYC assessment) in October online and in print and start providing scaffolding strategies to ensure all students meet grade level academic standards. Expose students to fiction/ non-fiction text. Create virtual and printed writing portfolios. Students peer edit, publish, and share their published writing with class during a publishing event both online and in-person. Begin administration of MOY (NYC assessment) end of January in-person and online.
11/02/2021	01/04/2022	Implement Culturally Responsive Instruction throughout curriculums. Provide ongoing virtual professional learning opportunities for teachers. Provide virtual parental support. Provide ongoing Social Emotional Learning to support students' emotional needs due to COVID-19. Provide virtual parental support. Finish administering MOY (NYC assessment) in February. Assess students for grade level writing standard and content in-person/online using end of unit assessments. Monitor students' progress by providing scaffolding strategies to ensure all students meet grade level academic standards. Include poetry to ELA curriculum and introduce poetry online and in-person using various mediums and learning platforms. Students peer edit using rubrics and standard based rubrics for teachers. Students create 5 published writing pieces to be added to their portfolios and shared at a publishing event in-person and online. Conduct virtual and in-person poetry event for students to present their poems.
01/04/2022	02/22/2022	Implement Culturally Responsive Instruction throughout curriculums. Provide virtual parental support. Provide ongoing Social Emotional Learning to support students' emotional needs due to COVID-19. Provide ongoing virtual professional learning opportunities for teachers. Provide virtual parental support. In-person/online, assess and monitor students' progress for grade level writing standard and content using end of unit assessments. Administer EOY (NYC assessment) in late May and provide students with additional support to meet their grade level standards. Expose students to fiction, non-fiction texts and poetry. Students create 5 published writing pieces to be included in their portfolios and shared at a publishing event in-person and online. Conduct virtual and in-person poetry slam event for students to present their poems.

Action Planning - February to June

Directions: Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. Note: Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/22/2022	03/26/2022	Implement Culturally Responsive Instruction throughout curriculums. Provide ongoing virtual professional learning opportunities for teachers. Provide virtual parental support. Provide ongoing Social Emotional Learning to support students' emotional needs due to COVID-19. Administer standard-based formative pre-assessment to measure students' reading and writing skills online and in print. Administer Boy (NYC assessment) in October online and in print and start providing scaffolding strategies to ensure all students meet grade level academic standards. Expose students to fiction/ non-fiction text. Create virtual and printed writing portfolios. Students peer edit, publish, and share their published writing with class during a publishing event both online and in-person. Begin administration of MOY (NYC assessment) end of January in-person and online.
03/26/2022	05/10/2022	Implement Culturally Responsive Instruction throughout curriculums. Provide ongoing virtual professional learning opportunities for teachers. Provide virtual parental support. Provide ongoing Social Emotional Learning to support students' emotional needs due to COVID-19. Provide virtual parental support. Finish administering MOY (NYC assessment) in February. Assess students for grade level writing standard and content in-person/online using end of unit assessments. Monitor students' progress by providing scaffolding strategies to ensure all students meet grade level academic standards. Include poetry to ELA curriculum and introduce poetry online and in-person using various mediums and learning platforms. Students peer edit using rubrics and standard based rubrics for teachers. Students create 5 published writing pieces to be added to their portfolios and shared at a publishing event in-person and online. Conduct virtual and in-person poetry slam event for students to present their poems.
05/10/2022	06/25/2022	Implement Culturally Responsive Instruction throughout curriculums. Provide virtual parental support. Provide ongoing Social Emotional Learning to support students' emotional needs due to COVID-19. Provide ongoing virtual professional learning opportunities for teachers. Provide virtual parental support. In-person/online, assess and monitor students' progress for grade level writing standard and content using end of unit assessments. Administer EOY (NYC assessment) in late May and provide students with additional support to meet their grade level standards. Expose students to fiction, non-fiction texts and poetry. Students create 5 published writing pieces to be included in their portfolios and shared at a publishing event in-person and online. Conduct virtual and in-person poetry event for students to present their poems.

Family and Community Engagement

Directions: Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
08/30/2021	12/23/2021		
08/30/2021	12/23/2021		

Human Resources	Classroom teachers, Out of classroom personnel: ENL teacher, SETTS teacher, Pull Out teachers
Instructional Resources	Classroom library, Foundation, TC College materials, Ready Gen Paper and digital, Code X: paper book and digital, NY Ready paper and digital, MY Own digital, Camp lit digital, Lap tops, Chrome books, desk top computers.
Schedule Adjustments	None
Other Resources Needed	Additional digital materials such as chrome books and instructional programs.

AREA OF CONCENTRATION ELEMENTARY/MIDDLE SCHOOL MATH

Priority Needs and Root Causes

Directions: After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Students need to become proficient at solving word problems involving multiple steps.	As indicated by the 2022 New York State Mathematics assessment administered in the spring, there are 92 level-1 students and 43 level-2 students in grades 3-8. The results show that students who maintain their attendance at 89% or higher performed at a higher rate on these exams. Based on the in-house diagnostic informal assessment in math as well as Envision Math chapter test, there are 24 level one students and 16 level two students in grades 1-2.	Due to an alarming number of recurring Covid cases, students and staff were out frequently, causing significant decline in attendance. Therefore, instruction was delivered by substitute teachers mostly inexperienced and/or not licensed in the content area they were assigned to teach.
There is a need to address the needs of the at-risk learners in grades Kg-8.	The need to address at risk learners in grades Kg-8 was determined by the diagnostic assessment in Math (Grades K-8), NYC BOY, MOY, EOY assessments (Kg-8), MAP Growth (grades 3-8), 2022 NYS Math assessment (grades 3-8), in-house informal math diagnostic assessment (grades k-8), Envision math chapter test (grades 1 & 2). Although school is currently operating in person, some of the remote learning platforms will still be utilized to keep students engaged in digital learning. All teachers will create their own Google classrooms as they did during the last three years. They will have homework assignments posted in Google classrooms. Parents will be messaged as well in Google classroom. In the event students are tested positive for Covid19/absent for an extended period of time, they will be able to continue to receive instruction.	Due to an alarming number of recurring Covid cases, students and staff were out frequently, causing significant decline in attendance. Therefore, instruction was delivered by substitute teachers mostly inexperienced and/or not licensed in the content area they were assigned to teach. During 2022-2023 school year, two teachers are on medical leave. We anticipate this will have a negative impact on the students' achievement.
There is a need to implement RTI to address the needs of the students who are performing below grade level. differentiated data driven instruction in addressing the disparities between students diverse learning curve.	RTI services for students of grades 3-8 were determined by the results of the 2022 NYS Math assessment in grades 3-8. Currently, there are 92 level one students and 43 level two students in grades 3-8, as measured by the New York State Math administered in spring 2022. In addition, other indicators such as in-house diagnostic assessment, the BOY, MAP Growth were used to identify all students' performance levels. Students in grades K-2 took the BOY, in-house informal math diagnostic informal assessment, and Envision math chapter test. At present, there are 40 first and second graders who are performing below standards in mathematics. These students are in need of academic intervention.	Due to an alarming number of recurring Covid cases, students and staff were out frequently, causing significant decline in attendance. Therefore, instruction was delivered by substitute teachers mostly inexperienced and/or not licensed in the content area they were assigned to teach. Our task is to identify individual student's strength and weaknesses in order to address their academic needs.

Elementary/Middle School Math SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED's Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED's guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Black	49% of the students scored a level three and four	By June, 2022, Elementary/Middle School Math for Black will Increase 2%, from 49% of the students scored a level three and four to 49% to 51%, as measured by By June 2023, there will be a 2% increase of levels 3 and 4 in Math. That is, PS 138 overall performance as measured by the New York State Math Assessment, will show an upward movement from 49% the previous year to 51% by the end of this year. from 49 % to 51 % of the African American children achieving at PS 138, as measured by the New York State Math Exam in 2021. .
Black	49%	By June, 2023, Elementary/Middle School Math for Black will Increase The increase will increase students performance by at least 2%.%, from 49% to their performance will be at 51%., as measured by I will use the New York State Math exam. The MOSL and MAP Growth..
Black	49%.	By June, 2023, Elementary/Middle School Math for Black will Increase 2%, from 49%. to 51%, as measured by By June 2923, there will be a a 2% increase in the New York State Math Scores ..

Progress Measures and Targets

Directions: It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		September/October 2022			
NYC Performance Task Math Assessments: Benchmark, BOY, MOY, EOY	The percentage increase on NYC Performance Task Math Assessments: Benchmark, BOY, MOY, EOY.	35% of all students showed mastery on the Math assessment.	Students' assessment scores will increase by 2%.	Students' assessment scores will increase by 3%.	Students' assessment scores will increase by 5%.
MAP Growth Assessment and NYC Performance Task Math Assessments: Benchmark, BOY, MOY, EOY	The percentage increase on NYC Performance Task Math Assessments: Benchmark, BOY, MOY, EOY.	35% of all students showed mastery on the Math assessment.	Students' assessment scores will increase by 2%.	Students' assessment scores will increase by 3%.	Students' assessment scores will increase by 5%.
NYC Performance Task Math Assessments: Benchmark, BOY, MOY, EOY	The percentage increase on NYC Performance Task Math Assessments: Benchmark, BOY, MOY, EOY.	35% of all students showed mastery on the Math assessment.	Students' assessment scores will increase by 2%.	Students' assessment scores will increase by 3%.	

Action Planning - August to January

Directions: Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/21/2021	11/02/2021	- Both in-person and remote teachers will implement SEL in their daily instruction. Teachers will do their community check-in every day to ensure that students are well and ready to learn. - Teachers will engage in meaningful professional learning to acquire the skills necessary to improve their teaching practices and maximize learning outcomes. - Teachers will create a learning platform and provide students and parents with log-in information. - Remote teachers will assist students and parents with troubleshooting to maximize participation and increase learning opportunities. - At the beginning and throughout the school year, the teachers will set high expectations for all students. - Teachers will customize learning activities that are coherent and designed to promote critical thinking and problem solving skills. - Teachers will assess the students' prior knowledge in a diagnostic assessment. - Teachers will analyze the data, use the results to drive instruction. - In-person and remote teachers will work collaboratively to plan instruction. They will create data-driven flexible groups in order to provide instructional support and address the various needs of the learners.
11/02/2021	01/04/2022	At this time, the teachers would have already administered the BOY. The teachers will work collaboratively to analyze the data from student work. They will use the data to customize instruction and address the needs of all learners. Teachers will create skill specific flexible groups based on the instructional focus. Teachers will continue to provide scaffolding through reteaching for the students who have not met the standards while providing enrichment for those who have met the standards.
01/04/2022	02/22/2022	-Teachers will continue to implement content-rich, rigorous, differentiated instruction to meet the need of all learners. - Formative and summative assessment will be ongoing. - During these unprecedented times, teachers and staff will work collaboratively to provide support to parents and their children. Parent outreach will be ongoing. - At this time of the year, the teachers will have administered the MOY.

Action Planning - February to June

Directions: Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. Note: Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/22/2022	03/26/2022	Both in-person and remote teachers will implement SEL in their daily instruction. Teachers will do their community check-in every day to ensure that students are well and ready to learn. - Both in-person and remote teachers will use the Next Generation Priority Standards as a guide to plan instruction. - Teachers will work collaboratively to create an inclusive, culturally responsive learning environment where students will develop a sense of belonging and ownership in the learning process. - Both in-person and remote teachers will collaborate to analyze the data from the MOY administered in January and from ongoing assessments such as chapter tests. - The teachers will work collaboratively to analyze student work. They will use the results to customize instruction and provide scaffold for the students in order to meet the needs of all learners. - The teachers will attend professional development and participate in grade-level collaborative planning to identify best teaching practices. - Teachers will create opportunities for the students to enhance their critical thinking and problem solving skills through frequent mathematical discourse. - Teachers will engage the students in project-based activities that provide them with the opportunity to analyze, solve problems, and make conjectures. - The students will use the mathematical practices when solving problems in order to build fluency in mathematics. - The teachers will create opportunities for students to use multiple entry points to solve problems. The teachers will create opportunities for students to use varied formats to present work in addition to paper - The teachers will create opportunities for the parents to play an active role in their child's education. - Remote teachers will work collaboratively with the parents to create a positive environment conducive to learning. Teachers will ensure that the parents and students have access to online resources and that students log into their platform learning daily for instruction. - The teachers will continue to monitor student progress and share information with the parents regularly via various platforms of communication (Class Dojo, Google Classroom, Zoom Meeting, Phone, Text messages, Emails, etc.). - The teachers will work collaboratively with the parents to address the needs of the students. - Student progress will be acknowledged and celebrated.
03/26/2022	05/10/2022	- Both in-person and remote teachers will implement SEL in their daily instruction. Teachers will do their community check-in every day to ensure that students are well and ready to learn. - Both in-person and remote teachers will use the Next Generation Priority Standards as a guide to plan instruction. - Teachers will evaluate their instructional strategies and make necessary adjustments. - Both in-person and remote teachers will continue to work collaboratively to monitor student progress towards meeting the required goal. As we get closer to the NYS Math Assessment, the teachers will continue to work collaboratively to move students closer to achieving the goal by implementing rigorous instruction in mathematics. Teachers will use the results from ongoing formative and summative assessments (teacher observation, quizzes, end of chapter tests) to place students in skill-specific flexible groups. - The teachers will continue to identify best teaching practices to plan and deliver rigorous instruction to all students inclusively. - The teachers will use previous mathematics assessments from the New York State to measure student progress in addition to the assessments mentioned above. - Student progress will be recognized and celebrated.
05/10/2022	06/25/2022	- Both in-person and remote teachers will implement SEL in their daily instruction. Teachers will do their community check-in every day to ensure that students are well and ready to learn. - Both in-person and remote teachers will use the Next Generation Priority Standards as a guide to plan instruction. - At this time of the year, the teacher will work collaboratively to fix the loose ends as the students prepare to end their journey in the current grade. - Both in-person and remote teachers will administer the last periodic assessment for the year, the OEY. - The teachers will work collaboratively to score the exam and analyze the data. They will use the results to drive instruction. The - The teachers will create opportunities for students to analyze their work and self correct. - The teachers will encourage the students to use generic rubric when solving problems.

Family and Community Engagement

Directions: Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
08/30/2021	12/23/2021	The school parental involvement team will conduct Town Hall meetings, PTA meetings, parent workshops, Community events, Award Assemblies, Parent breakfast. Parents participating in School Leadership , Special Education committee and other advisory positions in the school.	CBO outreach for parents to increase students participation in the after school program for homework help and extra curricular activities. CBO conduct parent meetings to update them on their children's progress..
01/05/2022	06/30/2022	The school parental involvement team will conduct Town Hall meetings, PTA meetings, parent workshops, Community events, Award Assemblies, Parent breakfast. Parents participating in School Leadership , Special Education committee and other advisory positions in the school.	CBO outreach for parents to increase students participation in the after school program for homework help and extra curricular activities. CBO conduct parent meetings to update them on their children's progress.Encourage students to attend Summer school and other enrichment activities..

Human Resources	City Funded Tax Levy Parent coordinator, Dean of Discipline, Tax Levy-STH community Advocate, Tax Levy Family worker
Instructional Resources	2 computers and a printer in the Parent room, multilingual lending library, Essential school supplies (notebooks, pens, pencils, book bags and dictionary, School uniforms, coats and other essential clothing)
Schedule Adjustments	None.
Other Resources Needed	The city should continue to provide students electronic devices so that students will continue to participate in a remote learning in in person as well.

AREA OF CONCENTRATION SUPPORTIVE ENVIRONMENT FRAMEWORK (SEF) - REQUIRED

Priority Needs and Root Causes

Directions: After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
There is still a need for supporting students who were not performing well remotely. There is an achievement gap between students who participated in their educational experience and those who were not in school or online due the pandemic.	250 students in the school are functioning well academically in ELA and Math. The data is favorable in ELA than it is with math. Students are feeling more confident the 2022/2023 academic year than the prior year. There is a positive trend that developed through the year where students wanted to be together. Most students enjoy being in school while learning in different subjects. The educational process was constantly being interrupted by their classes being partially closed or fully closed due to the pandemic last year. The teachers and staff will have to implement an SEL curriculum in addressing their students' social emotional needs in addition to academic. There is evidence of Covid -19 in the school this school year as well. It is not as numerous as the 2021/2022 scholastic year.	Social isolation, negative social emotional feelings caused by the pandemic. Parents keeping their children home because they are afraid for their children health and wellness.
The teachers and other staff members are quite motivated to work. They are quite aware of the negative impact by the COvid-19, although they are fully vaccinated. They observed Covid-19 regulations then they return to work. They are collaborating to bring their students up to part academically.	All teachers returned live to the building. There is no remote options.	Teachers and students are still testing positive for the Covid -19. Two teachers are on medical leaves until next year.
There is a need for parents to feel confident about the school's ability to keep their children safe. There is a need of community building among parents and staff and building trust among all constituents.	The school will increase our parental involvement activities. Teachers must communicate with their students' parents on a daily basis through Google classroom, text or call. Teachers will create class Dojo accounts to address parents of their children's accomplishment academic and behavior goals for the day. Every non-instructional staff will adopt at least three students and remain in communication with these students' parents as needed. The school will conduct parental events encouraging parents to participate in person and remotely, there will be monthly Town hall meetings and other events to keep parents informed. Our goals to increase parent participation by 100% this year. We must build back the trust that parents had for the building during the pre- Covid time.	Parents are fearful to send their children back to the building at first. They think that the children are going to get sick because they are returning to school in person. Parents gradually change their point of view and gradually stating to their children to school.

Supportive Environment Framework (SEF) - Required SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school

data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED's Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED's guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Safety & Restorative Approaches to Behavior	12 % of parents are reluctant to return their children to school. They are afraid that the school may have element of the virus that caused the school to shut down four times during the 2020/21 school year.	By June, 2023, practices related to Social-Emotional Support will improve I would like to increase by ten percentage points. 50 from 60 % of parents are reluctant to return their children to school. They are afraid that the school may have element of the virus that caused the school to shut down four times during the 2020/21 school year. to 88% of parents and staffs trust the school to be a safe healthy environment for their children. The rest of them are fearful regarding their child free getting infected with the virus., as measured by positive NYC School Survey responses, resulting in improved Safety & Restorative Approaches to Behavior.
Equity & Student Voice	PS 138;'s student population are very well behaved in most cases. There are very few incidents involving students' adverse behavior before the pandemic. When the school fully reopened during the Fall of 2021, students returned to school displaying behavior that we never experienced before. Some of the students were fearful to be in this environment due to social isolation. They did not want to return to school. Parents were also going through their own trauma. Students were very antisocial and did not want to socialize with their peers. Others bullied their peers through the use of social media. The goal for the 2022/2023 academic year is to decrease adverse behavior that students displayed in 2021/2022 and increase positive behavior and self esteem among all students by 20 %.	By June 2023, practices related to Social-Emotional Support will improve By June 2023, 90% of our current student population will demonstrate positive behavior, and self-esteem and feel motivated to come to school. 90%, from PS 138;'s student population are very well behaved in most cases. There are very few incidents involving students' adverse behavior before the pandemic. When the school fully reopened during the Fall of 2021, students returned to school displaying behavior that we never experienced before. Some of the students were fearful to be in this environment due to social isolation. They did not want to return to school. Parents were also going through their own trauma. Students were very antisocial and did not want to socialize with their peers. Others bullied their peers through the use of social media. The goal for the 2022/2023 academic year is to decrease adverse behavior that students displayed in 2021/2022 and increase positive behavior and self esteem among all students by 20 %. to 80% of the school survey will demonstrate that increase in positive student behavior and self-esteem., as measured by positive NYC School Survey responses, resulting in improved Equity & Student Voice.

Progress Measures and Targets

Directions: It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		October 2022			
P.S. 138 Supportive Environment Survey	Percentage of students who feel that they are educated in a supportive environment promotes their success by providing safe & restorative approaches to behavior, equity & student voice, collaborative & trusting relationships and physical & mental wellness.	Fifty percent of students feel that they are educated in a supportive academic environment that provides safe & restorative approaches to behavior, equity & student voice, collaborative & trusting relationships and physical & mental wellness.	Sixty percent of students feel that they are educated in a supportive academic environment that provides safe & restorative approaches to behavior, equity & student voice, collaborative & trusting relationships and physical & mental wellness.	Seventy percent of students feel that they are educated in a supportive academic environment that provides safe & restorative approaches to behavior, equity & student voice, collaborative & trusting relationships and physical & mental wellness.	Seventy-five percent of students feel that they are educated in a supportive academic environment that provides safe & restorative approaches to behavior, equity & student voice, collaborative & trusting relationships and physical & mental wellness.
Aperture Education DESSA	Percentage of the strength-based identification of students' social and emotional competences: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making	Teachers assessed that their students have fifty percent social and emotional competences in the following areas: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.	Teachers assessed that their students have sixty percent social and emotional competences in the following areas: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.	Teachers assessed that their students have seventy percent social and emotional competences in the following areas: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.	Teachers assessed that their students have seventy-five percent social and emotional competences in the following areas: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Action Planning - August to January

Directions: Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/20/2022	09/28/2022	In order to address learning lost which occurred the previous year due to COVID-19, the school will do the following: Asks for all teachers to assess their students during the first week of school. Use the information from the test to structure instructional groups. Implement data driven differentiated instruction. Allow students opportunities to engaged in synchronous and asynchronous instruction using digital platform when necessary Implement the Next Generation Standards in ELA and Math Create instructional, maps providing teach a clear path depicting what they have to do every week, months and days. Use progress monitoring tools showing the skills that students mastered and areas that they need to improve. teacher will reteach skills that students need additional help in. create monthly progress report for parents to be aware of their students' functional levels. Provide additional work on Google classroom for homework.
09/18/2022	12/22/2022	Teachers will teach, assess their students by using the BOY assessment, Map Growth and other informal assessment tools and reteach the skills that students did not master. The instructional focus is on skill mastery. Teachers will have data folders to analyze students work and address individual students' need. Flexible grouping will be an essential strategy to address the diversity in classrooms. Teachers will write progress reports on monthly basis. They will also communicate with parents about their children' progress through Class Dojo, text, Google Classroom and phone calls.
01/25/2023	02/28/2023	Administration of the MOY assessments. Instruction will be adjusted to meet the needs of academic students. The school has reached its mid point. Teachers will have to identify students who are making significant progress to add the to the promotion in doubt list. In addition, these students will be supported with tier two academic intervention by having addition staff working with them in order for the at-risk students to improve. Students will also receive emotional support provided by the Guidance Counselor,the Dean of Discipline, and other supportive staff. Conduct parent outreach about to set expectations for the second half of the school,

Action Planning - February to June

Directions: Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. Note: Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/21/2023	04/10/2023	Instruction will be intensified for preparation of the ELA and Math state exams. Teachers will use the next Generation Standards when teaching ELA, Math, Science and Social Studies. They will use conventional teaching approaches and digital curriculum as teaching tools. The instructional day will be extended by two hour on Tuesday, Wednesdays and Thursdays. Teachers will provide students opportunities to teach synchronously and asynchronously..
05/11/2023	05/28/2023	Instruction will be intensified for preparation of the ELA and Math state exams. Teachers will use the next Generation Standards when teaching ELA, Math, Science and Social Studies. They will use conventional teaching approaches and digital curriculum as teaching tools. The instructional day will be extended by two hour on Tuesday, Wednesdays and Thursdays. Teachers will provide students opportunities to teach synchronously and asynchronously.
06/01/2023	06/24/2023	The Living Environment, Earth Science and Math regent will be administered at this time. All eighth graders attended the Regents courses, 60 to 100% of the population take the Regents Exams.

Family and Community Engagement

Directions: Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
08/28/2022	12/28/2022	Distribute Testing Calendar to all parents. Parent workshop on testing strategies	None
01/03/2023	06/17/2023	Alert parents messages via emails , or class Dojo, Google classroom or text messages and parents meeting Town Hall meetings and PTA meetings	None

Human Resources	Assistant Principal, Testing coordinator, Grade leaders, IEP teacher, Parent Coordinator, STH Community coordinator, CBO
Instructional Resources	
Schedule Adjustments	Before and after school classes for test preparation.
Other Resources Needed	Tablet, I pads, Lap tops, and Smart boards.

AREA OF CONCENTRATION CHRONIC ABSENTEEISM

Priority Needs and Root Causes

Directions: After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
We need to improve students' attendance rate by 4%.	There will be an attendance team that will meet every Tuesday. The team will put structure in place to address students' attendance. They will also work with the Attendance Teacher, the classroom teachers and the administrative staff in regards to students' attendance. Last year we were able to reach 90% perfect attendance. Our goal this year is to increase our perfect attendance by 4%.	There was a pandemic which affected our attendance tremendously. It took almost 5 months to get the attendance under control.
Students not attending school or not participating in remote learning.	There will be numerous initiatives to motivate students to come to school. 1. Monthly parent Town Hall meeting addressing school-wide issues including attendance. 2. Monthly Assemblies for Student of the Month and Perfect Attendance. 3. A bulletin board for Student of the Month and Perfect Attendance. 4. Doing daily outreach for absentee students. 5. Assigning school aids and paras to every class to make home outreach for absentee students. 6. Teachers must text parents of absent students to inquire the reason for the not being in school.	The pandemic sets fears in parents and students. That had negatively affected the attendance rate.
Students being absent during the last 16 months for no reason. The parents sent the children to school and refused to allow them to participate in any school events.	There is a need to increase students' attendance by 4%. There will be fun student activities on Fridays for students who come to school five consecutive days. The goal for students to come to school every day of the week. The class with the most perfect attendance will have a pizza party every month.	The pandemic sets fear in many people including parents. Some of the students did not come to school because their parents were too afraid to allow them to come to the building or participating online.

Chronic Absenteeism SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED's Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED's guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Black	38% of students scored a level 46%.	By June, 2023, Chronic Absenteeism for Black will Increase Students will increase by 2% in my performance in the ELA and Math state exams from the 202122021 academic year.%, from 38% of students scored a level 46%. to 50 students will improve in their performance in the ELA and Math exams., as measured by By June 2023, NYS ELA Exam result will show a 2% increase. The school will increase from 38% to 46% of students scoring level 3 and 4..
Black	89%	By June, 2023, Chronic Absenteeism for Black will Increase 2%%, from 89% to 20, as measured by ATS, Google Forms, and STARS Classroom.
Black	88%	By June, 2023, Chronic Absenteeism for Black will Increase 2%%, from 88% to 90%, as measured by ATS/chronic Absentee Rate.

Progress Measures and Targets

Directions: It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		September 30, 2022			
Insight Beta Tool and ATS Reports	The percentage of the school's attendance rate.	Approximately 89% of students attend school regularly.	The school attendance rate will increase by 2% as evidenced by a 2% reduction in absenteeism.	The school attendance rate will increase by 2% as evidenced by a 2% reduction in absenteeism.	The school attendance rate will increase by 2% as evidenced by a 2% reduction in absenteeism.
Insight Beta Tool and ATS reports	The percentage of the school's attendance rate.	Approximately 89% of students attend school regularly.	The school attendance rate will increase by 2% as evidenced by a 2% reduction in absenteeism.	The school attendance rate will increase by 2% as evidenced by a 2% reduction in absenteeism.	The school attendance rate will increase by 2% as evidenced by a 2% reduction in absenteeism.
Insight Beta Tool and ATS reports	The percentage of the school's attendance rate.	Approximately 89% of students attend school regularly.	The school attendance rate will increase by 2% as evidenced by a 2% reduction in absenteeism.	The school attendance rate will increase by 2% as evidenced by a 2% reduction in absenteeism.	The school attendance rate will increase by 2% as evidenced by a 2% reduction in absenteeism.

Action Planning - August to January

Directions: Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/24/2022	10/21/2022	<p>a. The school-based Attendance Team will work collaboratively with the Attendance Teacher to identify students who are considered "No Shows" and those with chronic absenteeism. b. The team will monitor student attendance regularly and take actions to help improve their attendance. The pupil accountant will use the "Insight Tool" to obtain pertinent information on the school attendance such as daily attendance percentage, chronic absenteeism, etc. The tool also releases attendance information for each subgroup represented in the school. c. The team will reach out to the parents of students with chronic absenteeism via phone calls, text messages, emails, Class Dojo, or any other medium of communication that's convenient for both parties. d. The team will meet every Friday at 12:30 to share information about attendance data for the week, discuss action plan, provide reports on previous attendance data, evaluate action plan and outcomes, and make adjustments where necessary. e. A letter will be sent home to Parents of students identified as 407 to invite them to meet with the team. At the meeting, we will inquire about the causes for the student's frequent absences. We will work with the parents to provide support and discuss options that can help improve their children's attendance. f. The team will plan and hold monthly meetings for parents of students with chronic absenteeism. Likewise, the team will plan and organize monthly assemblies to celebrate the efforts of students with perfect attendance. Each nominee will receive a "Perfect Attendance" certificate. g. The principal will make daily announcements over the PA system to congratulate the classes with perfect attendance for the day. h. The team will post monthly Shout Outs on the school website in recognition of parents and students whose attendance has greatly improved. i. Attendance data and outreach activities will be entered in I-Log as needed.</p>
10/24/2022	11/30/2022	<p>a. The school-based Attendance Team will work collaboratively with the Attendance Teacher to identify students who are considered "No Shows" and those with chronic absenteeism. b. The team will monitor student attendance regularly and take actions to help improve their attendance. The pupil accountant will use the "Insight Tool" to obtain pertinent information on the school attendance such as daily attendance percentage, chronic absenteeism, etc. The tool also releases attendance information for each subgroup represented in the school. c. The team will reach out to the parents of students with chronic absenteeism via phone calls, text messages, emails, Class Dojo, or any other medium of communication that's convenient for both parties. d. The team will meet every Friday at 12:30 to share information about attendance data for the week, discuss action plan, provide reports on previous attendance data, evaluate action plan and outcomes, and make adjustments where necessary. e. A letter will be sent home to Parents of students identified as 407 to invite them to meet with the team. At the meeting, we will inquire about the causes for the student's frequent absences. We will work with the parents to provide support and discuss options that can help improve their children's attendance. f. The team will plan and hold monthly meetings for parents of students with chronic absenteeism. Likewise, the team will plan and organize monthly assemblies to celebrate the efforts of students with perfect attendance. Each nominee will receive a "Perfect Attendance" certificate. g. The principal will make daily announcements over the PA system to congratulate the classes with perfect attendance for the day. h. The team will post monthly Shout Outs on the school website in recognition of parents and students whose attendance has greatly improved. i. Attendance data and outreach activities will be entered in I-Log as needed.</p>
12/01/2022	01/31/2023	<p>a. The school-based Attendance Team will work collaboratively with the Attendance Teacher to identify students who are considered "No Shows" and those with chronic absenteeism. b. The team will monitor student attendance regularly and take actions to help improve their attendance. The pupil accountant will use the "Insight Tool" to obtain pertinent information on the school attendance such as daily attendance percentage, chronic absenteeism, etc. The tool also releases attendance information for each subgroup represented in the school. c. The team will reach out to the parents of students with chronic absenteeism via phone calls, text messages, emails, Class Dojo, or any other medium of communication that's convenient for both parties. d. The team will meet every Friday at 12:30 to share information about attendance data for the week, discuss action plan, provide reports on previous attendance data, evaluate action plan and outcomes, and make adjustments where necessary. e. A letter will be sent home to Parents of students identified as 407 to invite them to meet with the team. At the meeting, we will inquire about the causes for the student's frequent absences. We will work with the parents to provide support and discuss options that can help improve their children's attendance. f. The team will plan and hold monthly meetings for parents of students with chronic absenteeism. Likewise, the team will plan and organize monthly assemblies to celebrate the efforts of students with perfect attendance. Each nominee will receive a "Perfect Attendance" certificate. g. The principal will make daily announcements over the PA system to congratulate the classes with perfect attendance for the day. h. The team will post monthly Shout Outs on the school website in recognition of parents and students whose attendance has greatly improved. i. Attendance data and outreach activities will be entered in I-Log as needed.</p>

Action Planning - February to June

Directions: Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. Note: Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	03/17/2023	By the second half of the school year, the team will continue to implement the strategies that prove to be successful, as indicated above in a - i.
03/20/2023	04/28/2023	a. Continue weekly reminders to the blended learning families through robocalls, and the school's website informing the families of the appropriate days for cohorts to come to school or stay home. b. Continue to hold monthly virtual assemblies for most improved and perfect attendance for blended learning and remote learning students and parents. c. Continue updating the monthly calendar with virtual attendance workshops. Continue parent activities/virtual workshops surrounding online concerns and issues to be held by the Attendance Team, Parent Coordinator, and the Community Coordinator. This calendar will be posted on the school's website. d. Continue to post monthly recognition of parents and students on the school's website surrounding improved attendance.
05/01/2023	06/23/2023	a. Weekly and monthly tutorials will be posted on the school's website as interventions for technology issues by staff members who are technologically savvy. These tutorials are posted for families to have easy access when needed. Teachers will also begin to post their lesson plan slides in Google classroom as an additional resource for parents to aid their child with the daily instruction. b. Continued monitoring of remote/blended learning students' attendance who have been identified through ATS/STARS, Insight, and the Google Spread Sheet for improvement. c. Continued daily and weekly calls to blended/remote learning families to monitor attendance with follow-up calls, emails, and letters to track progress in I-Log.

Family and Community Engagement

Directions: Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
08/30/2022	12/23/2022	- The school team will initiate parental involvement activities to increase parent attendance and participation in school events. - They will conduct meetings, workshops: Town Hall, PTA, Orientations, - Schedule virtual Office Hours to speak to parents - Use various platforms to communicate with parents. Class DOJO, Google Meets, and Zoom are some of the platforms used to communicate with parents. -Daily announcements for classes with perfect attendance will be made over the loudspeaker. - Perfect attendance assemblies to recognize students publicly.	The Medgar Everest Beacon program will work collaboratively with P.S. 138 staff to promote parental involvement. The afterschool program runs from Monday to Friday and on Saturdays. The Beacon program provides services to students in grades 1-8. The program engages students in activities such as homework assistance, sports, dance, drums, arts. In addition, the program provides continuing education opportunities for parents.
01/03/2023	06/30/2023	- The school team will initiate parental involvement activities to increase parent attendance and participation in school events. - They will conduct meetings, workshops: Town Hall, PTA, Orientations, - Schedule virtual Office Hours to speak to parents - Use various platforms to communicate with parents. Class DOJO, Google Meets, and Zoom are some of the platforms used to communicate with parents. - Daily announcements for classes with perfect attendance will be made over the loudspeaker. - Perfect attendance assemblies to recognize students publicly.	The Medgar Everest Beacon program will work collaboratively with P.S. 138 staff to promote parental involvement. The afterschool program runs from Monday to Friday and on Saturdays. The Beacon program provides services to students in grades 1-8. The program engages students in activities such as homework assistance, sports, dance, drums, arts. In addition, the program provides continuing education opportunities for parents.

Human Resources	The Parent Coordinator, the Student in Temporary Housing Coordinator, the Dean of Discipline, the Guidance Counselor, the Family worker, the Assistant Principal, the Community-Based Organization director (Beacon director)
Instructional Resources	Reach out to students who are chronically absent. Call their parents whenever they are absent to follow up on their absences. Organize special events for students with improved attendance. In the case of long-term absences, work packets will be sent home to help the students catch up with the instruction they would have otherwise missed. In addition, parents can reach out to teachers on Tuesdays during parent outreach time (office hours) to seek assistance with the work that students do not understand. In addition, teachers will post work in Google Classrooms for students to complete asynchronously.
Schedule Adjustments	None
Other Resources Needed	I need additional technology equipment which will enable students to access the work digitally when they are not in school.

AREA OF CONCENTRATION QUALITY INDIVIDUALIZED EDUCATION PROGRAM

Priority Needs and Root Causes

Directions: After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
2% increase in writing High Quality IEP.	By June 2023, the quality of written IEPs will improve by 2%. High quality IEP will increase from 97% to 99% as measured by CESIS.	Students were isolated during the height of the pandemic that causes them to be isolated. Students' educational experiences were interrupted due to positive Covid cases.
2% of IEP students will be transitioning to a least restrictive environment	By June 2023, 2% of the IEP students will increase their performance academically and reach their IEP goals. They will transitioned to a least restrictive environment do to their progress.	Teachers will follow all recommendations stated on page 9 in the IEPs. They formulate instructional groups according to students' needs. They will adjust their instructional group as students master the skills on their IEPs.
2% of IEP students will be able increase their performance in the New York State Math exam.	IEP students have tendency to perform higher in the State Math exam than the ELA exam. This year The school will focus on providing academic support in ELA in Math not only for instructional purpose but also for mastery essential skills in mathematics. They will also be exposed academic language needed to adequately function on grade level in math.	We want to erase any misconception that exists regarding IEP students and offer them ample opportunities to enhance their math skills where they will be functioning on grade level.

Quality Individualized Education Program SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED's Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED's guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students with Disabilities (SWD)	2% increase of high written quality IEP	By June, 2021, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve IEP reports on SESIS by 3 additional IEP will be written at high quality Increase 2%, from 97% of high written quality IEP to SWD will accomplish the goals set forth in their IEP, as measured by To improve the quality of written IEP at P.S.138.

Progress Measures and Targets

Directions: It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		September 2022			
P.S. 138 Individual Education Plan Development Checklist	The percentage of quality IEPs' written before the deadline and SESIS encounters documented within the mandated time frame in order to be in compliance with NYS and NYC mandates.	100% of quality IEPs' written before the deadline and SESIS encounters documented within the mandated time frame in order to be in compliance with NYS and NYC mandates.	100% of quality IEPs' written before the deadline and SESIS encounters documented within the mandated time frame in order to be in compliance with NYS and NYC mandates.	100% of quality IEPs' written before the deadline and SESIS encounters documented within the mandated time frame in order to be in compliance with NYS and NYC mandates.	100% of quality IEPs' written before the deadline and SESIS encounters documented within the mandated time frame in order to be in compliance with NYS and NYC mandates.

Action Planning

Directions: Identify the progressive action steps your school will take, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Areas of need	Action Steps to Address Areas of Need (What will your school do to address the root causes identified above?)
09/08/2022	11/02/2022	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	Professional development for Special Education teachers, instructional team, ILT, RTI, and SIT. Professional development for parents to provide support for IEP
11/02/2022	01/04/2023	Develop appropriately rigorous standards-aligned annual goals	Special Education teachers and instructional team will collaborate with SIT to develop goals and objective
01/04/2023	02/22/2023	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	To ensure SWD have access to participate in general education class setting
02/22/2023	03/26/2023	Ensure that programs and services mandated on each student's IEP are delivered	Goals mentioned in students IEP are being implemented by licensed certified teachers and related service providers
03/26/2023	05/10/2023	Ensure that transition planning is reflective of student needs for all students age 14 and older [Required for all schools with students in 8th-12th grade]	Once students have reached the age of 14, they will be given a Vocational Assessment to determine their vocational interests upon entering high school
05/21/2023	06/25/2023	Conduct IEP meetings within specified compliance dates	Develop a shared calendar for all IEP dates and generated to all stakeholders involved in the process
09/21/2022	06/25/2023	Monitor referrals to Special Education to ensure appropriate referrals only	Assistant principal and Special Education Coordinator will meet with parents to discuss and create an RIT plan for the child being referred.

Family and Community Engagement

Directions: Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
08/30/0022	12/30/2023	Conduct one to one seminar with teachers, Common preps on effective way to write IEPs.	None
01/03/2023	06/30/2023	Offer tutorials for teachers when needed	None

Human Resources	IEP Teacher, School Psychologist, Social Worker, Special Education Liaison, Special Education family Worker, SETTS teacher, Service Providers, Special Education Teachers.
Instructional Resources	TC college Reading and writing, Foundation, Ready Gen, Ready NY, I- Ready for ELA and Math, Amplified Science; Lit, Savas, Code-X
Schedule Adjustments	None
Other Resources Needed	Individual Educational plan, CESIS,

SECTION 6: MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

Academic Support

NYCDOE Multi-Tiered Systems of Support (MTSS) align with NYSED guidelines for providing Academic Intervention Services (AIS) to students who have not yet met state standards or are considered to be at-risk of not meeting state standards. MTSS identifies the academic support services to be provided and ensures that students receive Response to Intervention (RtI) and Positive Behavioral Interventions and Support (PBIS) strategies as needed. See **NYSED’s memo** to view the criteria for determining AIS services. The **Supportive Environment Framework (SEF)** offers a wide range of evidence-based Tier 2 and Tier 3 interventions and supports for student social-emotional, behavioral, physical and mental wellness.

Use the charts below and a Multi-Tiered System of Support (MTSS) to match academic, social/emotional, behavioral and instructional resources with student needs to provide targeted support for all learners, especially students who experience difficulty meeting state standards and those students who are living in Temporary Housing. Indicate specialized materials, technology-based tools and/or extra instruction, including Expanded Learning Time that supplements school-wide systems & supports and/or classroom level supports that address the unique social/emotional, behavioral and academic challenges of culturally and linguistically diverse students.

Directions: Complete the chart and identify Tier 2 or 3 MTSS Academic supports:

Any Tier 2/3 interventions should be in addition to the foundational work being done at Tier 1.

Academic Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
PHONICS: FUNDATIONS Double Dose	Student has not responded to Foundations in Tier 1	Intensive Reading Intervention (1-3 students)	Sound Sensible Academic Intervention Events Registration:	According to progress monitoring data, the student is not making adequate progress to Tier 2 intervention and needs more support in early foundational reading skills	http://bit.ly/AISevents
Small Group Instruction (3-5 students) at least 3 times a week	SPIRE PHONICS Academic Intervention	Student has not made adequate progress in Tier 1 reading instruction over a period of time set by school based AIS team	Intensive Reading Intervention (1-3 students) *5 times a week	REWARDS STRUCTURAL ANALYSIS *Student in Intensive Reading Intervention (1-3 students) *5 times a weekgrades 4-12 Academic Intervention Events Registration: http://bit.ly/AISevents	http://bit.ly/AISevents
Small Group Instruction (3-5 students) at least 3 times a week	Step Up to Writing Academic Intervention	Student has not made adequate progress in Tier 1 reading instruction over a period of time set by school based AIS team	Intensive Reading Intervention (1-3 students) *5 times a week	REWARDS STRUCTURAL ANALYSIS *Student in Intensive Reading Intervention (1-3 students) *5 times a weekgrades 4-12 Academic Intervention Events Registration: http://bit.ly/AISevents	http://bit.ly/AISevents

Student Social/Emotional Support

Directions: Complete the chart and identify Tier 2 or 3 MTSS Student Social/Emotional supports. Any Tier 2/3 interventions should be in addition to the foundational work being done at Tier 1.

Student Social/Emotional Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Teachers conduct morning meetings with their classes to assess individual students' emotional state.	Teachers will meet with their classes daily. They chart their students feelings and group students with similar behavior.	Teachers will use the information from the chart to address different emotional states and who collect data to identify the students' level of needs	This will be done in a while class setting and some students will need small groups or one to one intervention depending on their emotional state.	During school and after school.	Stanford Harmony and Character Education. Yale ruler Method. CASEL Method.
To resolve conflicts with students and work assist with social emotional support.	Identify students who need emotional support to control their emotion and those who need extra support include at risk students. Also teaching student restoratives practices.	Conduct peer mediation, parent workshop and staff development for teachers and staff support.	Teach students to solve conflict on their own and deescalate situations. Peer mediation, and Self-reflection.	This will be provided during and after school	Stanford Harmony. Character Education and Yale Rule Method. Peer Mediation. CASEL Method.
Building students' self esteem and confidence	Identify students who are displaying behavior associated with low self-esteem, suicide and negative outlook towards life.	Involved students in different activities to build their self-confidence: sport, assembly programs, poster contest, student government, music, Art and multi-cultural activities.	The School Counselor, Social Worker, and the Dean work with the students and the school community to initiate different student activities to develop their self-esteem and confidence.	Before, during and after school	Stanford Harmony. Social and Emotional Wellness. CASEL Method.

Students in Temporary Housing (STH) Support

As included in your school's Office of School and Youth Development Consolidated Plan-STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). All Title I and non-Title I schools receive a Title I allocation for STH students. The **Students in Temporary Housing (STH)** website provides guidance on STH pupils and how these funds can be used to meet their needs, as well as restrictions. For more information on acceptable uses of the mandated Title I, Part A set-aside to support your STH population, please refer to **TITLE I, Part A: Homeless Set-aside Guidance on Allowable and Unallowable Expenditures**.

Identify the number of Students in Temporary Housing who are currently attending your school. Since the number of STH children can change regularly, schools must carefully track this number to determine whether there has been an increase in need.	The number of students living in temporary housing/ doubled up or other temporary living situations is =35.
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Describe the services you are planning to provide to the STH population.	Title 1 Funds will be allocated for supporting students in temporary housing ensuring that all children's needs are met during this challenging transition. The STH Coordinator will be an integral part of a borough-based team that facilitates, and monitors services provided in shelters and in schools ensuring consistent adherence to the Department of Education policies such as the McKinney Vento Act, federal laws, and regulations. STH coordinator will also ensure that each student is enrolled in, attend, and succeed in school. Other services such as : -Personal school supplies such as backpacks and notebooks -items of clothing to meet the schools dress or uniform requirements - Graduation cap and gown / graduation fees -Counseling services / domestic violence workshops - Parental involvement specifically oriented to reaching out to parents of homeless students -Health related services such as partnering with the community for health, nutrition, and other services such as eyeglasses and hearing aids, immunizations, and dental needs. - Counseling services related to homeless issues that are impeding learning - Outreach services -Parental involvement
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SECTION 7: PARENT AND FAMILY ENGAGEMENT POLICY AND SCHOOL-PARENT COMPACT

Parent and Family Engagement Policy

Directions: The Parent and Family Engagement Policy should describe how your school will plan and implement effective parent and family engagement 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 Comprehensive Education Plan (CEP) goals for improving student achievement and should be developed or updated with input and feedback from parent leaders and the Parent Coordinator. In addition, if the school community will be engaged in central parent engagement 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.

In Title I schools, the Title I Parent Advisory Council (PAC) represents the Title I parent community in supporting parent and family engagement. The Title I PAC Chairperson will serve in a consultative role with the SLT representing the school's Title I parents. Schools are encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parent and family engagement requirements) as guidance for updating the school's current policy.

Parent and Family Engagement Policy
Educational research shows a positive correlation between effective parental engagement and student achievement. The overall aim of this policy is to develop a parent and family engagement policy that will establish expectations and objectives for meaningful parent and family engagement in the school community. [School Name], in compliance with Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent and family engagement 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 (or Parent-Teacher Association), and Title I Parent Advisory Council as trained volunteers and welcomed members of the school community.

Support for Parents and Family Members of Title I Students
P.S. 138 supports parents and family members 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 learning 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.

Parental Involvement and School Quality

The school's Parent and Family Engagement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of Multilingual Learners/English Language Learners (ML/ELL), and students with disabilities. The school community, with the meaningful involvement of parents and family members, will conduct an annual evaluation of the content and effectiveness of this parent and family engagement 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 family members and enhance the school's Title I program. This information will be maintained by the school. In developing the Title I Parent and Family Engagement 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 and Family Engagement 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 and family members in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Education Plan, including the implementation of the school's Title I Parent and Family Engagement Policy and School-Parent Compact;
- engage all parents in discussion and decisions regarding the required Title I, 1% set-aside funds, which are allocated directly to the school to supplement parent and family engagement activities, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent and family engagement are utilized to implement activities and strategies as described in the school's Parent and Family Engagement 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 Advisory Council. This includes providing technical support and ongoing professional learning, 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 parents' 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 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 and family engagement requirements under Title I, Part A, Section 1116 and other applicable sections under 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.

Encouraging School-Level Parental Involvement

The school will further encourage school-level parent and family engagement by:

- 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 Advisory Council;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

School-Parent Compact (SPC)

PS 138 K, in compliance with the Section 1116 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.

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

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the 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 each school year for parents and family members 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 and Family Engagement 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 and Family Engagement 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 learning 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 and family members; • ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent and Family Engagement 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

• 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 and Family Engagement 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 Advisory Council, School or District Leadership Teams; • share responsibility for the improved academic achievement of my child;

III. Student Responsibilities

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

APPENDIX 1: LANGUAGE ALLOCATION POLICY (LAP)

LANGUAGE ALLOCATION POLICY OUTLINE

Language Allocation Policy Outline

2022-23 Grades K-12 Language Allocation Policy (LAP)

DIRECTIONS: This submission form supports schools with organizing a well-conceived school-based Language Allocation Policy (LAP) that describes high quality

programs for Multilingual Learners/English Language learners (MLs/ELLs). This is an annual plan of how your school will support linguistic and academic needs of MLs/ELLs and must be completed yearly. The Language Allocation Policy (LAP) is a part of the schools' Comprehensive Education Plan (CEP).

This is a living document. Any school-wide changes involving the services of MLs/ELLs, such as the addition or expansion of a Transitional Bilingual Education (TBE) or Dual Language (DL) program, should be updated in this form.

Agenda, minutes of LAP meetings, and LAP team members' attendance at meetings should be kept readily available on file in the school with all other ML/ELL critical documents. When preparing your school's submission, provide extended responses in the available spaces. For additional information, refer to the **Policy and Reference Guide for MLs/ELLs** and **LAP InfoHub**.

PART I: SCHOOL ML/ELL PROFILE

This section should reflect the school's demographics for the 2022-23 school year. If completing before the 2022-23 school year begins, questions should be based on the anticipated population served by the school.

For additional information, refer to **School ML/ELL Profile Professional Learning Module**.

A. School Information

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

B. Language Allocation Policy Team Composition

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.

Member Title	Name
Principal	Marie Chauvet-Monchik
Assistant Principal	M. Letang
Coach	H. Massay
Coach	L. St. Victor
English as a New Language (ENL)/Bilingual Teacher	W. Charles
School Counselor	C. Robinson
Teacher/Subject Area	Y. Mason/ English language arts
Teacher/Subject Area	J. McClean/ Math
Parent	J. Cadet
Parent Coordinator	J. Tavera
Related-Service Provider	T. Salgado

C. Teacher Qualifications

Please review all certifications for all staff members at your school, and complete the number of certified staff for each category.

1. English to Speakers of Other Languages (ESOL) Certified Teacher

Number of ESOL certified teachers currently teaching ENL:	1
Number of teachers currently teaching a stand-alone ENL class who hold both a common branch license and ESOL certification [applicable to grades K-6]:	1
Number of certified ESOL teachers not currently teaching ENL:	0
Number of teachers who hold both content area/common branch and ESOL certification:	1
Number of ESOL certified teachers with a bilingual extension:	0

2. Certified Teachers with a Bilingual Extension

Number of certified teachers with a bilingual extension currently teaching in a bilingual program:	0
Number of certified teachers with a bilingual extension <u>not</u> currently teaching in a bilingual program:	0
Number of teachers certified to teach students with disabilities that also have a bilingual extension:	2

3. Foreign Language/World Language Certified Teachers

Number of certified foreign language/world language teachers providing Home Language Arts (HLA) to students in bilingual programs [applicable to grades 7-12]:	0
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D. Student Demographics

Total number of students at your school (excluding pre-K):	480
Total number of current ELLs at your school:	37
Total percentage (%) of current ELLs at your school:	6%
Total number of former ELLs at your school:	3
Total percentage (%) of former ELLs at your school:	7.0%

PART II: BILINGUAL PROGRAMS

Provide the number of classrooms for each bilingual program, by grade, at your school *for the 2022-23 school year*. If submitting before the 2022-23 school year begins, this should be the anticipated number of classrooms based on anticipated enrollment.

Each language and program model--Transitional Bilingual Education (TBE) or Dual Language (DL)--is considered a separate program. In the second column, please indicate if the program is General Education (GE), Integrated Co-Teaching (ICT) special education, Special Class (SC), or Mixed-Group Class (MGC) special

education. If a classroom bridges two grades, list as 0.5 classrooms for both grades.

For additional information, refer to **Bilingual Programs Professional Learning Module**.

▪ **Bilingual Programs in Grades K to 12**

	Program Type	Language	School Yr Opened	k	1	2	3	4	5	6	7	8	9	10	11	12	Totals
TBE				0	0	0	0	0	0	0	0	0	0	0	0	0	0
TBE				0	0	0	0	0	0	0	0	0	0	0	0	0	0
TBE				0	0	0	0	0	0	0	0	0	0	0	0	0	0
DL				0	0	0	0	0	0	0	0	0	0	0	0	0	0
DL				0	0	0	0	0	0	0	0	0	0	0	0	0	0
DL				0	0	0	0	0	0	0	0	0	0	0	0	0	0
				total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0

Does your school have a bilingual program (Transitional Bilingual Education (TBE) or Dual Language (DL))?	No
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PART III: ML/ELL PROGRAMMING

Please refer to New York State **Commissioner’s Regulation (CR) Part 154 Units of Study Tables** as you describe academic programming for MLs/ELLs at your school below.

For additional information, refer to **ML/ELL Programming Professional Learning Module**.

<p>1. How is instruction for MLLs/ELLs delivered in the following programs? Include how integrated and stand-alone ENL are implemented as per CR Part 154 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], homogenous [proficiency level is the same in one class]).</p> <p>Stand-alone English as New Language (ENL)</p>	<p>The Stand-alone component of the Freestanding ENL program focuses on English language development in modalities: listening, speaking, reading and writing. Students at the entering and emerging stage of English language acquisition receive one unit of study in ENL for 180 minutes. English language acquisition is taught through English instruction with home language support and appropriate scaffolds. In building and remote learning students actively work in small heterogeneous groups with an ENL teacher to build basic vocabulary, literacy and communication skills. The Stand-alone class is taught by a NYS-certified teacher of English of Speakers of Other Languages. This foundational class is taught in conjunction with Integrated English as a New Language. The heterogeneous grouping of classes is based on students' academic proficiency levels, stage of English language acquisition and grade levels. Students within the class have different home/primary language backgrounds. Their only common language is English. Early childhood students in kindergarten learn basic literary concepts and English development skills. Early childhood students in 1st and 2nd grades work in collaborative, language development groups that optimize their learning experiences. Elementary school students in 3rd and 4th grades work in differentiated small groups. The instructional groups target the students' literacy skills development across the curriculum. Upper elementary students in 5th and 6th grades are actively engaged in the learning process that promotes advanced linguistic skills. Middle school students in 7th and 8th grades actively participate in language development, experiential, inquiry groups that promote critical thinking skills. Students are grouped in two contiguous grades in order for them to interact with developmentally, linguistically and academically similar peers.</p>
<p>Integrated English as New Language (ENL)</p>	<p>Integrated ENL is direct instruction that develops the students' English language skills through content area instruction. MLLs/ELLs in all stages of English language acquisitions and former ELLs are enrolled in the Integrated ENL class. Appropriate home language support and scaffolds are an integral part of instruction. In building and remote learning students actively work in small heterogeneous groups to build grade-level vocabulary, literacy skills and academic comprehension across the content area curriculum. MLLs/ELLs at the entering and emerging levels of English language acquisition receive 360 minutes of instruction each week: 180 minutes stand-alone ENL and 180 minutes of integrated ENL/ELA instruction. MLLs/ELLs at the transitioning level of English language acquisition receive 180 minutes of instruction each week: 90 minutes of integrated ENL/ELA instruction and 90 minutes content area instruction. MLLs/ELLs at the expanding level of English language acquisition receive 180 minutes of integrated ENL/ELA instruction or other content area instruction. Former MLLs/ELLs at the commanding level of English language acquisition receive 90 minutes of integrated ENL in ELA/core content area instruction for two additional years. Students are heterogeneously grouped in two contiguous grades in order for them to interact with developmentally, linguistically and academically similar peers. The Integrated ENL classes are taught by a dually certified teacher. The teacher holds the following NYS certifications: ESOL and Common Branch (K-6). Integrated ENL class is designed for students to acquire academic proficiency in English and content area classes.</p>
<p>Bilingual Education (If applicable)</p> <ul style="list-style-type: none"> ▪ Transitional Bilingual Education (TBE) program ▪ Dual Language (DL) program 	<p>N/A</p>

<p>2. How does the school ensure the mandated number of instructional minutes is provided according to students' English language proficiency levels in each program model? How are ENL, English Language Arts (ELA) and if applicable, Home Language Arts (HLA) instructional minutes delivered in each program model?</p>	<p>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 MLLs/ELLs are determined after reviewing the RLAT report. 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 number 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 MLLs/ELLs receive a service schedule from the ENL teacher. When the ENL teacher picks up the MLLs/ELLs with IEPs, she signs the students out of class.</p>
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3. For schools with Dual Language programs: Which Dual Language model is implemented (e.g. side-by-side, self-contained)? Explain how much of the instructional day (percentage) English proficient students and ELLs are integrated	N/A
In which language(s) is each core content area taught?	N/A
How is instruction designed to include both languages?	N/A
Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?	N/A

4. For schools with Transitional Bilingual Education programs: Which core content areas are taught bilingually?	N/A
How is the students' home language integrated into instruction?	N/A

PART IV: ASSESSMENT ANALYSIS

After reviewing and analyzing school demographic and assessment data, answer the following questions. The ELL Data Analysis Tool (EDAT) provided by the Division of Multilingual Learners can assist with identifying these data points.

For additional information, refer to **Data Analysis Professional Learning Module** and **ELL Data Analysis Tool (EDAT) Professional Learning Module**.

1. What is the composition of the ELL subgroups at your school? What percentage of ELLs are Newcomers? What percentage of Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do effective services for Newcomers differ from those provided to Developing or Long-Term ELLs?	Newcomers comprise 89.3% of the school's ELLs population. Within the Newcomers subgroup 10.7% of newcomers are Students with Inconsistent/Interrupted Formal Education. Effective services for Newcomers differ from those provided to Developing or Long-Term ELLs because it focuses on introducing students to our inclusive school's culture, academic structure and high expectations. The Newcomers participate in thematic units that celebrate their individual uniqueness and cultural diversity. Through the collaboration process, students from diverse linguistic and cultural backgrounds engage in instructional activities that celebrate their commonalities and differences. Newcomers actively participate in lessons that are taught with teacher-created instructional units and Hampton-Brown's High Point Newcomers Instructional Program. Interactive instructional activities that promote English language acquisition are taught in all content area subjects. Small group differentiated instruction is skillfully designed for Newcomers.
What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?	Two long-term ELLs represent 5% percent of the ELL population. Our data shows that the long-term ELLs have not met the academic standards in English language arts, math science and/or social studies. Developing ELLs are approaching the academic standards in content-area subjects. The ELLs receive academic support across the curriculum. The effective services for Long-Term ELLs differ from those designed for Developing ELLs. Long-Term ELLs receive targeted instruction that focuses on the development of grade-level, standard-based reading and writing skills. In addition to teacher-created materials and inquiry-based projects, long-term ELLs actively participate in the Visions and Oxford ELA instructional programs. At each grade level, this effective service provides Long-term ELLs with the opportunity to read authentic texts that develop and promote the rigor and text complexity required to meet the academic standards. Through collaboration, questioning, and inquiry students develop a range of oral and written communication skills. On the other hand, instruction for Developing ELLs is designed to address their linguistic and academic needs in a clear sequential manner. Reading, writing, speaking, and listening instructional activities are aligned with our grade-level curriculum. The Ready New York instructional program is utilized to strengthen the instructional core. Instruction focuses on the following academic competencies: vocabulary development, reading comprehension, written communication, collaboration and critical thinking skills. Developing ELLs integrate their knowledge and ideas by establishing connections with their rich cultural and linguistic backgrounds. They integrate their knowledge of literature and informational texts by exploring, identifying, organizing and synthesizing ideas and information when they are collaborating with their classmates during group work.

<p>What percentage of students are former ELLs? How is your school providing services to former ELLs?</p>	<p>Former ELLs comprise 7% of our ELL population. For two academic years, former ELLs receive at least .5 instructional units of study in English as a new language instruction. The ENL teacher and content-area teachers provide former ELLs with academic support for English language development and advanced academic performance. In the Integrated ENL class, former ELLs receive core content area instruction and English instruction with home language support.</p>
<p>2. When you look at the results of the New York State English as a Second Language Achievement Test (NYSESLAT), what stands out? What trends are there for each modality?</p>	<p>The results of the New York State English as a Second Language Achievement Test reveal that MLLs/ELLs in grades K to 8 display linguistic competence in the listening and speaking modalities. MLLs/ELLs at the emerging, transitioning and expanding stage of English language acquisition answered more than 90% of the questions in the speaking and listening modalities. The elementary school data reveals that 76% of MLLs/ELLs scored between 16% to 89% of the questions correctly in the reading and writing modalities. The middle school data reveals that 50% of MLLs/ELLs answered more than 90% of the questions in the reading and writing modalities correctly.</p>
<p>3. What is the relationship between students' performance on the NYSESLAT and other state assessments such as the ELA assessment, the Math assessment, and the Regents exams?</p>	<p>At all stages of English language acquisition as per the NYSESLAT, the MLLs/ELLs scored a level 1 or level 2 on the New York ELA State Assessment. In regards to the New York State Math Assessment, 60% of MLLs/ELLs scored level 1 or level 2. In the transitioning and commanding stage of English language acquisition, 40% of MLLs/ELLs scored level 3 or level 4 on the New York State Math Assessment.</p>
<p>4. What trends do you notice about the at-risk levels of ELLs at your school? How does attendance of ELLs influence their achievement?</p>	<p>Attendance is an at-risk indicator that is directly correlated with students' academic performance and English language development. ELLs and former ELLs whose average attendance is below the school average is 42.1%. The early warning of ELLs who did make growth on the 2022 NYSESLAT is 14.4%. ELLs and former ELLs in temporary housing is 5.3%. The ELLs in temporary housing receive information and social-emotional support from an in-house coordinator.</p>
<p>5. What are the home languages of ELLs with the largest representation at your school? What staff, structures, and processes does the school have to support communication and learning that values these home languages?</p>	<p>The home languages of ELLs with the largest representation at our school are Arabic, Spanish and Haitian Creole. Approximately 80% of our multilingual staff members are fluent in the following languages: Spanish, Haitian Creole, French and Portuguese. Each grade band has several multilingual teachers and support staff members. Each classroom has an updated, culturally responsive/multilingual library. MLLs/ELLs have Google Suite and Delta Math accounts with home language support.</p>
<p>6. What are the racial and ethnic classifications of ELLs at your school? How are ELLs being included in planning and delivery of Culturally Responsive and Sustaining Education (CR-SE)?</p>	<p>The racial and ethnic classifications of ELLs at our school are diverse: 20% of ELLs are Yemenis, 23% of ELLs are American-born, 23% of ELLs are Haitian, 10% of ELLs are Dominican 27% of ELLs are Venezuelan and 3% of ELLs are Hondurans. Students and family members are asked to create a list of suggested books and digital resources. Students are given opportunities to write book reviews about teacher-selected and student-selected books. The books in the culturally responsive/multilingual library affirm racial, linguistic and cultural identities. Students' choice empowers and motivates students to excel academically. Our social justice curriculum actively engages students in the rigorous learning process. Student-center, inquiry-based learning allows our students to build knowledge through exploration, experience, and collaboration.</p>
<p>7. What are trends reflected in the NYSESLAT results of ELL subgroups such as ELLs with IEPs and SIFE? What do you think is impacting the results for these subgroups?</p>	<p>We have three students with inconsistent/ interrupted education who are at the entering or emerging stage of English language acquisition. We have two ELLs with IEP who are at the emerging stage of English language acquisition. Academic learning gaps account for the academic progress of ELLs with IEPs and SIFE. The trends reflected in the NYSESLAT results of ELL subgroups, ELLs with IEPs and SIFE, have remained relatively unchanged within the past two years.</p>

PART V: ML/ELL INSTRUCTION

Strengthen Core Instruction

For additional information, refer to **ML/ELL Instruction Professional Learning Module**.

<p>1. How does the school's leadership team consider MLs/ELLs in the school's instructional design?</p>	<p>P.S. 138's Instructional Leadership Team (ILT) considers MLLs/ELLs as intricate members of our school community. The ILT provides our school with the focus and guidance needed to accelerate learning for all MLLs/ELLs. Our school's instructional priority is to strengthen core instruction for all students. The instructional design dovetails equitable methodologies and tenets from the HILL model with Teaching Advanced Literacy Skills and Culturally Responsive-Sustaining Education. In order to ensure equitable learning opportunities, the ILT has established a school-wide culture that acknowledges and builds upon the MLLs/ELLs' rich cultural and linguistic backgrounds. In line with Ramos-Brannon and Muhammad's HILL model, the ILT considers the linguistically diverse students' histories, identities, literacies and liberation. The ILT ensures that every teacher goes beyond New York State's academic standards by instructing the whole child.</p>
<p>2. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods to foster language development and meet the demands of the Next Generation Learning Standards.</p>	<p>A student-centered approach is used to deliver core content in the ENL program model. English language acquisition is taught through English instruction with home language support and appropriate scaffolds. Students actively work in small heterogeneous groups with an ENL teacher to build basic vocabulary, literacy and communication skills. As teachers assess students' degree of comprehension, multiple entry points are provided during instruction. Instructional materials and activities are presented in a variety of ways. With the goal of fostering language development, the following instructional modalities are presented: interactive reading, writing, listening and speaking. Interactive read alouds of high-interest, engaging text enable ELLs to actively listen and comprehend text during reading. Illustrated, multilingual books, vocabulary cards and instructional enable students to see and observe the things that they are learning. Intentional utilization of YouTube videos and online instructional programs gives the teacher an opportunity to integrate visual and auditory learning into the curriculum. The utilization of movement adds clarity to instructional material. Total body response allows ELLs to make academic connections with abstract and theoretical concepts. Targeted instruction allows students to learn and comprehend challenging, grade-level concepts through an analytical lens. The Cultural Responsive-Sustaining Education Framework is evident within our academic curriculum. Nonfiction texts, fiction texts, videos, artwork, events and virtual field trips are utilized during instruction to affirm our students' racial, linguistic and cultural identities. These rigorous instructional approaches and methods are used to foster language development and meet the demands of the Next Generation Learning Standards.</p>
<p>3. What instructional strategies and grade-level materials, including technology, do teachers of MLs/ELLs use to provide access to academic content areas and accelerate English language development? Include core content area as well as language materials and list ELL subgroups including ELLs with IEPs.</p>	<p>The ENL teacher uses an array of instructional strategies and grade-level materials to effectively teach MLL/ELLs the English language and academic content subjects. The instructional strategies include cooperative learning, group discussions, and portfolio development. The ENL teacher starts instructional units and lessons by activating students' prior knowledge, incorporating relevant cultural connections, 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 linguistic and academic needs. Total body response, technology, and visual aids are used to illustrate challenging and abstract concepts. In grades K to 2, phonics development and reading comprehension skills are foundational instructional strategies used to teach our MLL/ELL with IEPs how to read with fluency and comprehension. The Wilson Foundations Program is a multisensory, structured language program used to develop students' literacy skills. The following instructional materials are used in the early childhood grades: Awards Reading Program, Epic Books, Starfall, and ReadyGEN. In grades 3 to 5, group discussions are an essential part of the learning process. Students work cooperatively in inquiry-based groups. The following instructional materials are used in grades 3 to 5: Into English, Newsela, ReadyGEN, Wonders, and Readworks. In grades 6 to 8, the linguistic inquiry-based instructional strategy is used to teach ELLs. The following instructional materials are used: Reading Instructional Roles for Older Readers (RIGOR), Into English, Hampton-Brown High Point, Newsela, and Scholastic Code X. The English language arts anthology, Interactive Reader, presents a collection of poems, short stories, plays, songs, excerpts, and nonfiction science and social studies texts. The Envision and Go Math mathematics programs are used to enhance the MLLs/ELLs mathematical skills, competencies, and abilities. The magazines, Time for Kids and Scholastic News are skillfully incorporated into the social studies curriculum. The following technological instructional programs are implemented into instruction to accelerate learning: Newsela, Quizizz, Hour of Code, and Starfall. The ENL classroom has three desktop computers, five Google Chromebooks, 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. The ENL teacher and content-area teachers skillfully incorporate instructional materials and technology into daily lessons. The teachers leverage technology-enhanced lessons to support comprehension and English language acquisition.</p>

<p>4. How does your school use curricular, instructional, and scheduling flexibility to enable ELLs with IEPs to achieve their IEP goals and attain English language proficiency within the least restrictive environment?</p>	<p>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 regard to achieving the IEP goals. The school uses the Next Generation Learning Standard curriculum 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 is 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 teacher and classroom teachers have all the necessary resources to effectively teach and ensure student achievement. The curricula explicitly incorporate writing assignments with clear rubrics for summative and formative assessments for ELLs at various levels of English proficiency. Scheduling flexibility is implemented in order to ensure that ELLs receive direct instruction for core content classes and elective classes. These actions enable the ELL-SWDs to attain English proficiency in the least restrictive environment.</p>
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Know Every Student Well

<p>SCREENERS</p> <p>1. What screening assessments (e.g. Lexia RAPID, GRADE, PAR, Acadience, or STAR Reading) are being used to guide instructional planning for your ELLs and how do you use data to address interventions?</p>	<p>Reading Predictor Indicator, Math Predictor Indicator and Pearson Assessments are screening assessments used to guide instructional planning for your ELLs. Data from the screening assessments are used to address interventions. The data is used to measure student learning and analyze academic student progress.</p>
<p>2. For all grades, 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>	<p>P.S. 138 targeted intervention program is designed to ensure that all MLLs/ELLs receive and comprehend grade-level curriculum instruction. Our academic program is based on Advanced Literacy. This instructional program emphasizes critical thinking skills, knowledge building and active communication skills. During instruction, students are empowered with grade-level knowledge and skills that increase their access to academic and linguistic skills. Scaffolded instruction is at the foundation of the targeted intervention program. Here are examples of scaffolding strategies for MLLs/ELLs: use of text-dependent questions, carefully selected and designed graphic organizers, use of various reading strategies and use of carefully constructed visual and linguistic tools. MLL/ELL-SWDs, long-term MLLs/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 Instructional Program is used to enhance the MLLs/ELLs mathematical skills and abilities. The magazine, Time for Kids, is also used for elementary school students. The targeted intervention programs are presented in the English language. Each ELL is enrolled on digital learning platforms: Google Classroom and Clever. Our MLL/ELLs have access to the following educational resources: Reading Rockets, Epic, Commonlit, Duolingo, BrainPop, Flocabulary and National Geographics. These intervention programs directly address the students' linguistic and academic needs. The intervention programs have embedded translation features. The interactive nature of the program addresses the students' learning styles and keeps them actively engaged during the learning process.</p>

<p>a. For grades K-5: how does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework? Refer to Policy and Reference Guide for MLs/ELLs, Support Services for MLs/ELLs (RtI and AIS) section and RtI Guide for Teachers of ELLs.</p>	<p>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.</p>
<p>FORMATIVE</p> <p>1. What formative assessments (e.g. NYC performance Tasks, ELL Periodic Assessment, HLA Assessment, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments, etc.) are used to inform and drive instruction?</p>	<p>Newsela Assessment, Teacher's College Reading and Writing Project (TCRWP), Foundations 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). Newsela is an online assessment that measures reading students' comprehension of nonfiction and fiction texts in English and Spanish. The Fountas and Pinnell Benchmark Assessment System determines each student's independent and instructional reading level. Foundations Intervention Placement Inventory is an assessment tool used to assess the 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 ongoing assessments based on academic units of instruction taught across the curriculum.</p>
<p>2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?</p>	<p>Within ten days of registration, Spanish-speaking ELLs are assessed with the Spanish LAB. The SIFE Oral Interview Questionnaire is administered to potential SIFE students in their home language. Throughout the year, students are given the MOSL assessments in English and their home language. Content area teachers download and administer multilingual assessments. During New York State assessments, students receive a translated glossary, an interpreter and/or translated editions of the assessments.</p>

<p>SUMMATIVE</p> <p>1. What summative assessments (e.g. NYSESLAT, ELA, Math, Regents, etc.) are used to evaluate the effectiveness of your ML/ELL programs and how does it inform instructional design and curricular decisions? (Refer to the ELL Data Analysis Tool).</p>	<p>New York State English as a Second Language Achievement Test (NYSESLAT), NYC Performance Tasks and the MAP Growth Assessments are the summative assessments used to evaluate the effectiveness of our ML/ELL programs, inform instructional design and curricular decisions. During the 2021 -2022 academic year, students took the following ELA and math assessments: NYS ELA Assessment, NYS Math Assessment, NYC Beginning-of-Year Performance Tasks, NYC Middle-of-Year Performance Tasks, NYC End-of-Year Performance Tasks, NYC Periodic Assessments and the MAP Growth Assessments. Data from NYC and NYS assessments in ELA and math are aggregated to identify the academic progress, growth, strengths, and areas of need of Multilingual Learners/English Language Learners. As a summative assessment, NYSESLAT presents comprehensive ELL-related data. The ELL Data Analysis Tool assists in the aggregation of ELL data. The speaking, listening, reading and writing data from the NYSESLAT is used to inform instructional design and curricular decisions. Standards-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 assessment data equips the ENL teacher with the academic information needed to design and deliver scaffolded instruction.</p>
<p>2. What is your NYSESLAT administration plan? Include the titles of the staff that will administer and score the assessment. Please describe how all ELLs, and former ELLs continue to receive mandated services during the testing period.</p>	<p>Our NYSESLAT administration plan is three-fold: testing preparation, test administration and scoring. The ENL teacher reads the NYS memorandum: "Requesting, Shipping, and Storing of Materials for the Spring Administration of the New York State English as a Second Language Achievement Test (NYSESLAT)." In a timely manner, the ENL teacher conducts the NYSESLAT administration training. Certified teachers attend special training in administering the NYSESLAT and scoring the NYSESLAT. The participants receive the NYSESLAT memo and the NYSESLAT School Administrator's Manual. The ENL teacher prints and reviews ATS reports and answer grids. The NYSESLAT testing team generates a testing schedule based on grade bands. There are six members of the NYSESLAT testing and scoring team: the ENL teacher, the SESIS teacher, and three elementary school teachers and one middle school ELA teacher. The ENL teacher does not score the Speaking and Writing modalities of the NYSESLAT. The board testing window allows for scheduling flexibility. Since the general education teachers are administering the NYSESLAT, the ENL teacher continues to provide instruction for both ELLs and former ELLs to ensure they receive their mandated services during the testing period.</p>

Shared and Inclusive Curriculum

<p>Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum</p> <p>How do you ensure all ML/ELL subgroups have access to and engage with grade level content?</p> <p>a. ELLs with IEPs</p>	<p>The ENL teacher uses an array of instructional strategies to effectively teach ELL-SWDs. She starts instructional units and lessons 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, Newsela, 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.</p>
<p>b. SIFE</p>	<p>Students with interrupted/inconsistent formal education (SIFE) receive differentiated instruction. The initial academic data for SIFE students is gathered from the following assessments: NYSED Interview Questionnaire, NYSED Multilingual Literacy SIFE Screener and Writing Screener. After assessing the students’ literacy ability, the ENL teacher and the classroom teacher use the students’ performance assessment results to engage them in the learning process. Upon identifying the students’ reading level, the teachers can plan and teach various reading strategies. Pre-literate students are given the opportunity to participate in the RIGOR program. SIFEs are taught to read modified grade-level texts with fluency and comprehension. The instructional plan also includes an emphasis on the students’ ability to speak and write standard English. SIFEs are taught in small targeted groups that address their individual academic needs in both reading and math.</p>
<p>c. Newcomer</p>	<p>The instructional plan for ELLs who have been enrolled in an American school for less than three years focuses on developing the students’ English language acquisition. An emphasis is placed on vocabulary development. Students learn about American culture and way of life. As students communicate and explore the English language, they are given the opportunity to take risks in a safe, supportive environment. During class, students are provided with multiple opportunities to practice activities and connect learning to their personal and cultural experiences. The teachers recognize the fact that newcomers enter their classrooms with a knowledge base and a strong linguistic background. The students’ experiences are used to prepare them to meet the academic challenges that are presented to them during instruction. Since ELA is the center of our instructional plan, the teachers use elements of literature to teach various concepts across the content areas. The instructional plan includes math, science, social studies, technology and art. This plan is based on the Next Generation Learning Standards and Danielson Framework for Teaching.</p>
<p>d. Developing</p>	<p>The instructional plan for ELLs receiving service for 4 to 6 years is closely aligned with the school’s curriculum. The ENL teacher and classroom teachers collaborate during the planning process in order to plan effective instruction. Our school implements the ELA ReadyGen Program and the Go Math Program in the elementary grades. In middle school, we use Scholastic Code X for ELA and CMP3 for math. Students are taught to read and comprehend complex fiction and nonfiction texts. The ENL teacher scaffolds the lessons in order to develop engagement, inquiry and understanding. The Next Generation Learning Standards are the foundation of our instructional plan.</p>
<p>e. Long Term</p>	<p>The instructional plan for long-term ELLs is based on the school’s standards-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 Instructional Program in the elementary grades. In middle school, we use Scholastic Code X for ELA and the Go Math Instructional program for mathematics. The ENL teacher scaffolds the lessons in order to develop engagement, inquiry and understanding. The Next Generation Learning 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 assessments.</p>
<p>f. Former ELLs up to two years after exiting ELL status</p>	<p>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 after-school program.</p>

<p>2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?</p>	<p>In the English as a New Language program, home language support is assessed and delivered in a structured manner. MLLs/ELLs have access to a vast collection of multilingual/multicultural books, workbooks and dictionaries. Home language support resources are printed and digital. During lessons, the ENL teacher and classroom teachers use formative assessment techniques in order to assess the effectiveness of students' utilization of home language support during instruction. MLLs/ELLs are given an opportunity to discuss the effectiveness of home language support during individual conferences. Home language support is presented during whole group and small group instruction. During instruction, students use printed and digital bilingual glossaries in the following subject areas: English language arts, math, science, and social studies. Multilingual glossaries also include the following titles: Glossaries of Cognates and Guides of Literary Terms & Devices for Language Arts. During formative and summative assessments, these glossaries are permitted testing accommodations for ELL/MLL students.</p>
<p>3. (For grades 6-12 only) What language electives are offered to MLs/ELLs? How is your school preparing MLs/ELLs to obtain the New York State Seal of Biliteracy?</p>	<p>The language elective offered to MLs/ELLs is French. Students compile and maintain an English Language Arts and French Language Arts electronic portfolio. The electronic portfolio consists of essays, projects, coursework, journal and assessments. It also consists of prior coursework completed in the students' home country. The electronic portfolio is uploaded and maintained on the students' NYCDOE Google Classroom. When the students attend high school, they can share the bilingual portfolio with their language teacher(s).</p>

21st Century Adult Learning

<p>1. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs.</p>	<p>P.S. 138’s annual professional learning plan is designed to ensure that all staff members actively participate in professional learning sessions that address the academic and social-emotional needs of MLs/ELLs. Participants in the professional learning sessions include administrators, teachers and non-pedagogical staff. Relevant high-interest sessions are presented to all administrators and ELL personnel throughout the academic school year. The interactive sessions are designed to assess, monitor and improve instruction for ELLs and former ELLs. The professional learning sessions are held during Monday PD sessions. Each professional learning session lasts for approximately 60 minutes. In addition to in-person professional learning sessions, staff has the opportunity to attend virtual sessions from the Otis for Educators Learning Platform. During Chancellor Days, teachers and staff are scheduled to attend the Virtual Chancellor’s Conference Day Opportunity: Beyond Access Forum. The professional learning sessions are designed to enhance teachers’ ability to effectively teach English language learners. The sessions emphasize the importance of reflective instruction. As teachers reflect on their instructional practices, they discuss effective teaching strategies they have used in the classroom.</p>
<p>2. Describe your school’s professional development plan in order to meet the mandated Continuing Teacher and Leader Education (CTLE) ELL specific hours for certification renewal as per CR Part 154 (15% of total hours for all certified faculty and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development).</p>	<p>The ENL teacher attends professional learning sessions offered by the NYC Department of Education. Fifty percent of the ENL teacher’s professional learning hours are scheduled to be ELL-specific. The professional development topics include “Bridging Content and Language Objectives,” “Question Formulation Technique,” “Culturally Responsive Academic Vocabulary Instruction Part 1” and “Culturally Responsive Academic Vocabulary Instruction Part 2.” All teachers and administrators are scheduled to attend the required ELL training. At least 15% of professional learning hours presented at P.S. 138 focuses on language acquisition for ELLs. These training sessions are offered to teachers of ELLs and non-ELL teachers. ELL training sessions are scheduled to take place during Monday’s professional learning sessions. These sessions are as follows: Next Generation Learning Standards Roadmap and Effective Implementation of Closed Reading, “Effectively Addressing the Socio-emotional Needs of ELLs,” “How to Assess the Social and Emotional competencies of ELLs on The DESSA” Professional development training session requirements: • 15% total hours of ELL-specific PD for all teachers • 50% total hours of ELL-specific PD for ESL/ENL teachers Dates Titles October 2022 “Next Generation Learning Standards Roadmap and Effective Implementation of Closed Reading ” November 2022 “Effectively Addressing the Socio-emotional Needs of ELLs,” December 2022 “How to Assess the Social and Emotional competencies of ELLs on The DESSA” January 2023 “Effective Utilization of Data to Drive Instruction for ELLs” March 2023 “Effective Reading and Writing Strategies for ELLs” June 2023 “Reflective Teaching and Best Practices for ELLs” During the 2022 - 2023 school year, teachers will actively participate in the Otis Learning Professional Development Program. Its course library includes sessions that target effective instructions for English language learners at every stage of English language acquisition. On November 8, 2022, teachers, administrators and support staff members will actively participate in the Virtual Chancellor’s Conference Day Opportunity: Beyond Access Forum. Attendees will attend the following interactive sessions: Equity and inclusion for historically marginalized students—including multilingual learners and Language access. Participants will earn CTLE credits for selected sessions. 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.</p>

Strong Family-Community Ties

<p>1. Describe ML/ELL family empowerment in your school beyond mandated meetings and orientations. Include specific activities that foster empowerment for families of MLs/ELLs.</p>	<p>Our school fosters parental involvement by creating a welcoming environment during office and school visits. Parents of ELLs 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 is 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 interpreters from a contracted vendor, parent volunteers and community volunteers. Every Tuesday afternoon, during parent engagement, 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, the curricula 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.</p>
<p>2. How does the school provide annual individual meetings with families 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>	<p>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 in all school activities, workshops and programs. Parents of ELLs are invited and encouraged to attend all workshops. The principal and the assistant principal attend all the workshops and are available to translate the content into both Spanish and Haitian Creole. Five to six parent workshops are held each year. The parent coordinator, Ms. Tavera has presented the following workshops this year: "How to Use Dial-a-Teacher," "Navigating Google Suite," "Science Project Night," "Understanding the Next Generation Learning 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 in the tear-off section of the letters. If a member of the LAC team does not speak the requested language, an interpreter will be hired from a contracted vendor or over the phone translation services will be utilized.</p>

Additional Information

<p>Include any additional information that is relevant to your LAP and would further explain and highlight your program for MLs/ELLs. This form does not allow graphics and charts to be pasted.</p>	<p>N/A</p>
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PART VI: ELL IDENTIFICATION ATTESTATION

Identification Plan

For additional information, refer to **ELL Identification Attestation Professional Learning Module**.

<p>1. Describe activities in your school for newly enrolled, current ELLs. Include titles of school staff involved in such activities (e.g. school counselor, parent coordinator).</p>	<p>Our school conducts virtual Townhouses for newly enrolled ELLs and current ELLs. The Townhouse is designed to welcome students into our student body. Students learn about our school culture and expectations. They are given an opportunity to meet the school's staff and students on the leadership team. The principal, Ms. Chauvet-Monchick presents a motivational speech that actively engages the students. The guidance counselor presents social emotional skills that make the students feel secure and welcomed. The ENL teacher introduces the exciting curriculum used in the ENL program. The parent coordinator, Ms. Tavera presents the family engagement program.</p>
<p>2. What are the titles of the members of your identification team? Describe the structures and process in place for intake and identification of ELLs year-round. Identify the individuals responsible including their qualifications.</p>	<p>At P.S. 138, English language learners are identified during the registration process. When the pupil accounting secretary concludes that the parent/guardian speaks a language other than English, she presents him/her with the DOE "Language Identification Card." After the individual identifies his/her first language a member of the ELL Identification Team gives him/her a bilingual Home Language Identification Survey. Parent(s)/guardian(s) of all newcomers are required to complete the Home Language Identification Survey (HLIS). As parents complete the home language survey they actively participate in the interview process. Parents and students are part of the interview process. If the parents' preferred language is a language other than English, a trained bilingual team member will conduct the interview. If the parent's preferred language is English, any teacher on the team will conduct the interview. The interview's objective is to determine the incoming student's home language and determine eligibility to take the NYSITELL. Parents are required to complete the HLIS once. Prior to completing the HLIS, the pupil accounting secretary and the interviewer will determine the student's enrollment status. If the student has an osis number, the parent will not need to complete a new HLIS because the student's osis number indicates that the student was previously enrolled in a NYC public school. The staff members will determine if the newly enrolled student was previously enrolled in a New York State school and took the NYSITELL or NYSESLAT within the past two years. In the event that a student has not been enrolled in a New York City or New York State for two or more years, the entire ELL identification process will begin. After the HLIS is completed, a certified pedagogue conducts an informal oral interview in English and in the parent's native language. Afterwards, the pedagogue who conducted the interview completes the required portion of the HLIS form. The ENL coordinator will sign all of the HLIS and determine NYSITELL eligibility. In the event that a trained pedagogue does not speak the required language, the DOE phone translation services will be used to conduct the informal oral interview. As the certified ENL teacher, Ms. Charles is responsible for administering the NYSITELL and the formal initial assessments to newcomers. When a HLIS indicates a language other than English, the student will take an initial assessment, NYSITELL within ten days of enrollment. Spanish-speaking students will take the NYSITELL and the Spanish LAB. The NYSITELL will be hand-scored by the ENL teacher. A student who scores at or above proficiency is not classified as an ELL. A student who scores below proficiency is identified as an English language learner. Upon identification, parents are informed of the results of the NYSITELL scores through the entitlement letter which also informs them of their child's eligibility for services as an English Language Learner. Staff Responsible for Conducting the Initial Screening during the Registration Process 2021 - 2022 Name Language(s) Services Qualifications/Title Ms. M. Chauvet-Monchik French, HC*, Spanish Translator/Oral Interpreter School Principal Mr. L. St. Victor French, HC* Translator/Oral Interpreter Assistant Principal Ms. M. Letang French, HC* Translator/Oral Interpreter Teacher Mr. Ambroise French, HC* Translator/Oral Interpreter Teacher Ms. P. Brutus French, HC* Translator/Oral Interpreter Teacher Mr. Senat French, HC* Translator/Oral Interpreter Teacher Mr. Baptiste French, HC* Translator/Oral Interpreter Teacher Ms. M. Letang French, HC* Translator/Oral Interpreter Teacher Ms. Presume French, HC Translator/Oral Interpreter Teacher Ms. M. Borges Spanish Translator/Oral Interpreter Teacher Ms. Y. Mellilo Spanish Translator/Oral Interpreter Teacher Ms. Y. Mason Spanish Translator/Oral Interpreter Teacher Ms. J. Gonzalez Portuguese Translator/Oral Interpreter Teacher HC* = Haitian Creole The identification of newly enrolled students with IEPs is dependent on the information provided by parents during the intake interview. During the registration process, parents may state that their child has a special need, such as, speech, learning disability or health impairment. The review process of academic records provided by the parents may indicate that newly enrolled students have IEPs. Language Proficiency Team works collaboratively in order to ensure the appropriate initial identification of English proficiency for students with disabilities. Staff Member Title Ms. Marie Chauvet-Monchik Principal Ms. M. Letang Assistant Principal Ms. M. Alexandre Teacher Ms. W. Charles ENL Teacher</p>

PART VII: LAP ASSURANCES

LAP Assurances Page

For additional information, refer to [LAP Assurances Professional Learning Module](#).

[Download a blank LAP assurances page.](#)

APPENDIX 2: LANGUAGE TRANSLATION AND INTERPRETATION (LTI) PLAN

LTI OVERVIEW AND LANGUAGE ACCESS COORDINATOR (LAC)

The principal has designated the following staff member(s) as the Language Access Coordinators (LACs) in Galaxy.

The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on compliance, budget, translation, interpretation, parents' awareness of language assistance services, and school's self-assessment on language services provided.

First Name	Last Name	Title	What year did your Galaxy-designated LAC attend training conducted by the Field Language Access Coordinator?	Has your Galaxy-designated LAC been involved in the development of this plan? Yes/No	Primary LAC
Wendy	Charles	ENL Teacher	2021	Yes	Yes

If not, please list the name and title of the primary point of contact for parents (e.g., Parent Coordinator).

First Name	Last Name	Title
N/A	N/A	N/A

Is the Primary LAC the point of contact for parents regarding language access question or concerns?	Yes
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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 whose preferred language is other than English (not just parents of ELL students).

PART A: IDENTIFICATION AND ASSESSMENT OF PARENTS WHOSE PREFERRED LANGUAGE IS OTHER THAN ENGLISH

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.

Language	Written Preferred	Percent Written	Oral Preferred	Percent Oral
English	702	89.69	705	89.69
Spanish	34	4.33	31	3.94
Haitian Creole	17	2.16	19	2.42
Arabic	20	2.54	21	2.67
Albanian	1	0.13	1	0.13
Bengali	5	0.64	4	0.51
Bihari	1	0.13	1	0.13
French	1	0.13	1	0.13
American Sign Language	1	0.13	1	0.13
Twi	0	0	1	0.13
Urdu	1	0.13	1	0.13

3. List languages spoken by school staff and the number of school staff that are comfortable using their language skills to communicate with parents.

Language	# of Staff to Help with Written Translation	# of Staff to Help with Oral Interpretation
Haitian Creole	25	25
Spanish	6	6
Portuguese	2	2
French	20	20

<p>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:</p> <ul style="list-style-type: none"> ▪ Part III of the Home Language Identification Survey (HLIS) ▪ Automate The System (ATS) reports ▪ Student Emergency Contact cards ▪ Surveys conducted by your school. 	<p>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.</p>
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PART B: COMMUNICATIONS CALENDAR & LANGUAGE SERVICES

1. List the documents your school typically disseminates every year that require translation, such as newsletter or flyers, roughly when they will be distributed to families, and plans to translate the documents.

Document Name	Month/Frequency Distributed to Families	How do you plan to translate? Include procedures/resources to ensure timely provision of translated documents to parents.
Notification of four parent/teacher conferences	September/ 1 November/ 1 March/ 1 May/ 1	The notification letter will be translated by the NYCDOE Translation Unit. The letters will be translated at least three week prior to the event.
After school Parent Notification Letters	November/ 1 January/ 1	The notification letter will be translated by the NYCDOE Translation Unit. The letters will be translated at least three week prior to the event.
Parent Teacher Reminders	November/ 1 March/ 1 May/ 1	The notification letter will be translated by the NYCDOE Translation Unit. The letters will be translated at least three week prior to the event
Trip Slips - New Victory Program	October/ 1	The notification letter will be translated by the NYCDOE Translation Unit. The letters will be translated at least three week prior to the event.

2. List the formal face-to-face meetings, whether in-person or remotely, 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 oral interpretation at those meetings.

Meeting Type	Month/Frequency of Meetings	How does your school plan to provide oral interpretation service(s)? Include procedures/resources to ensure timely provision of oral interpretation to parents.
Parent Teacher Conferences	September/ 1 November/ 1 March/ 1 May/ 1	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 NYCDOE approved vendor. Over-the-phone interpretation services will be available.
Parent Workshops	October /1 January/ 1 March/ 2 May/ 2	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 NYCDOE approved vendor. Over-the-phone interpretation services will be available.
Parent Orientation Sessions	September/ 1 Throughout the school year	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 NYCDOE approved vendor. Over-the-phone interpretation services will be available.
Student Awards Ceremonies	May/ 3	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 NYCDOE approved vendor. Over-the-phone interpretation services will be available.

<p>3. Describe your school's communication strategy to reach parents who prefer to speak a language other than English, in the event of:</p> <p>(A) a school-wide emergency (i.e. lockdown, fire, etc..)</p>	<p>In the event of a school emergency, parents/guardians will receive multilingual text and email alerts from the Class Dojo App and the Remind App. 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 opt to call the school for additional information. Students will take home translated letters that detailed the school emergency. Details about the school-wide emergency will be posted on the school's website in real time.</p>
<p>(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).</p>	<p>In the event of a student-specific event, parents/guardians will be notified via personal bilingual text and email alerts from the Class Dojo App and the Remind App. Parents/guardians will receive personal notifications in English and the preferred language.</p>
<p>(C) If a parent has an emergency and needs to contact the school.</p>	<p>In the event that a parent has an emergency and needs to contact the school, he/she can call the school directly. The support staff and/or teacher can use the Over-the Phone Interpretation service to effectively communicate with the bilingual parent. The parent also has the option of emailing the staff member(s).</p>

PART C: TRAINING STAFF ON POLICIES AND PROCEDURE

2. List the specific resources that are shared with staff:

Handout/Information Distributed	How Distributed to Staff (i.e. turnkey training, staff email)
Chancellor's Regulation A-663	Turnkey professional learning sessions, staff email with links
Over-the-Phone Interpretation Desk Aid	Turnkey professional learning sessions, staff email with links
Language Access Handbook	Turnkey professional learning sessions, staff email with links
T&I Unit InfoHub Link	Turnkey professional learning sessions, staff email with links

<p>1. Describe how your school will ensure that all staff members are aware of the goals of Chancellor's Regulation A-663 and what resources are available to meet compliance (i.e. staff turnkey trainings, distribution of Language Access Handbook).</p>	<p>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 the parent's preferred language.</p>
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PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE

<p>1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any:</p> <ul style="list-style-type: none"> ▪ 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..) ▪ Messaging phone applications ▪ Parent's Guide to Language Access ▪ NYC Public School Guidebook 	<p>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.</p>
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PART E: MONITORING PROVISION OF LANGUAGE SERVICES

<p>1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents' language, on the language services they receive (i.e. like the Parent Survey on Language Access, from Appendix A of Language Access Handbook). This is separate from the end of year parent survey.</p>	<p>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.</p>
<p>2. How has your school implemented the feedback to improve language services? Share feedback results and how you plan to improve for the next school year.</p>	<p>Our documents requests and comments made by parents about our translation services. We try various methods to improve our language services. We are utilizing our school's website to effectively communicate with parents/guardians. In the past, parents have commented on the accuracy of the Arabic translated letters. In order to address this issue, we will inform the translator that the Arabic reader is from Yemen.</p>

APPENDIX 4: TITLE I PROGRAM INFORMATION

TITLE I PROGRAM INFORMATION

Part 1: Title I Program Type

Title I Requirements and Strengthening Title I Parent Involvement: Under USDE's Every Student Succeeds Act (ESSA), Title I schools are required to address professional learning and parent and family engagement in the Comprehensive Education Plan (CEP). 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 Advisory Council (PAC) that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the spending of Title I funds.

The SLT is responsible for facilitating consultation with the Title I Parent Advisory Council 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. The Title I Parent Advisory Council (PAC) Chairperson (or alternate) is expected to attend all regular meetings of the School Leadership Team (SLT). Title I parents, as represented by the Title I PAC Chairperson, must be consulted regarding the use of the Title I 1% set-aside for parent and family engagement. The Title I 1% set-aside funding is used to supplement parent and family engagement activities as described in the school's Parent and Family Engagement Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on the Title I Parent Advisory Council (PAC), go to the **Protocols and Timeline for Title I Parent and Family Engagement Activities** document.

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 or Area of Concentration where the response can be found.
- For additional information, visit the **Title I Program Description** (US Department of Education).

Your school's Title I Program	Title I SWP
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Part 2: All Title I Schools

<p>High Quality and Ongoing Professional Learning: Please list below the Area(s) of Concentration that indicate strategies and activities for high quality professional learning for teachers, principals, staff, and paraprofessionals to enable all students to meet state standards.</p>	
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Part 4: Schoolwide Program (SWP)

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/information, early intervention services, etc.).

Part 5: “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.

For the last two columns of this table: 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, the Area of Concentration (AOC) that references where a related program activity has been described in this plan.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts)	Column A Verify with an (X)	Column B Section/AOC Reference(s)
Title I, Part A (Basic)	Federal			
Title I, School Improvement 1003(a)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Title IV, Part A	Federal			
Tax Levy (Fair Student Funding)	Local			

Explanation/Background

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – 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.

²The **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 1003(a), School Improvement: Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) 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. For schools that choose to reduce class size, priority must be given to reducing class size in general education settings and must demonstrate the following:

- Reduce class sizes to 15-18 students or fewer (including the use of co-teaching and floating teachers that bring the student to teacher ratio to one teacher per 15-18 students);
- Be accompanied by a rigorous curriculum, effective teachers, and a sustained, job-embedded professional development plan.
- **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 immigrant students, in the areas of English language acquisition and content area achievement. Immigrant children and youth are defined as individuals who are aged 3 through 21, have not been attending school in any one or more states for more than three (3) full academic years, and were not born in any state. “State” means the 50 states of the United States, the District of Columbia, and the Commonwealth of Puerto Rico. Children born to U.S. citizens abroad, the U.S. Virgin Islands, or any other U.S. territory that is not D.C. or Puerto Rico are to be considered immigrants.
- **Title IV, Part A:** Title IV funds are for schools that are among those with the greatest needs, have the highest numbers of students from low-income families, are identified for CSI or TSI, or are identified as persistently dangerous public schools. Allowable uses of funds under well-rounded education, safety and health, and educational technology include direct services for students, professional development for teachers and administrators, and supplemental educational resources. School allocations have been provided for well-rounded education, social emotional learning, cultural responsiveness awareness, professional development to support implementation of technology and blended learning environments, and community coordinators in schools with high rates of students in temporary housing
- Students in Temporary Housing (STH): Schools must describe their use of Title I STH funds in their consolidated application.

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.

APPENDIX 6: SUBMISSION ASSURANCES

APPENDIX 6: SUBMISSION ASSURANCES

Submission Assurances

Directions: By submitting this CEP your SLT/Stakeholders acknowledge adherence to city and state regulatory requirements indicated below.

- The Comprehensive Education Plan (CEP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
 - As part of the root cause analysis process, the school reviewed inequities, including resource inequities within the school, and investigated areas of low performance to identify strategies to address inequities within the school and promote improved student outcomes.
 - The CEP School Leadership Team (SLT)/Stakeholder Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the CEP. DocuSign may also be used to secure electronic signatures for the CEP SLT/Stakeholder Signature Page. If the school was unable to obtain a signature of an individual that participated in the development of the CEP, a written explanation will be attached to explain why the school was unable to obtain the individual's signature.
 - The CEP will be implemented no later than the beginning of the first day of regular student attendance.
 - Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
-