



**JACKIE ROBINSON PUBLIC SCHOOL 375**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: (17K375)**

**ADDRESS: 46 MCKEEVER PLACE, BROOKLYN, NY 12225**

**TELEPHONE: 718-693-6655**

**FAX: 718-284-6433**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 375      **SCHOOL NAME:** Jackie Robinson

**SCHOOL ADDRESS:** 46 Mckeever Place, Brooklyn, NY 12225

**SCHOOL TELEPHONE:** 718-693-6655      **FAX:** 718-284-6433

**SCHOOL CONTACT PERSON:** Marion Wilson      **EMAIL ADDRESS:** Mwilson11@scho  
ols.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Nomvuyo Hyman

**PRINCIPAL:** Marion Wilson

**UFT CHAPTER LEADER:** Nomvuyo Hyman

**PARENTS' ASSOCIATION PRESIDENT:** Suzanne Pinder

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 17      **SSO NAME:** Children First Network

**SSO NETWORK LEADER:** Ms. Lucile Lewis

**SUPERINTENDENT:** Ms. Rhonda Hurdle-Taylor

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Marion Wilson	*Principal or Designee	
Nomvuyo Hyman	*UFT Chapter Chairperson or Designee	
Suzanne Pinder	*PA/PTA President or Designated Co-President	
Mr. Niane	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Sonia McLeod	DC 37 Representative, if applicable	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	CBO Representative, if applicable	
Helene Rose	Member/UFT member	
William Mingo	Member/CSA member	
Joy Gregg	Member/UFT member	
	Member/PTA Treasurer	
Ms. Davies	Member/PTA Secretary	
	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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Public School 375, The Jackie Robinson School, is located at 46 McKeever Place in the Crown Heights section of Brooklyn, New York. The school is situated in the center of several cultural institutions, and is in the unique position of providing students with a rich array of cultural and environmental resources.

Our school is named in honor of Jackie Robinson, a renowned baseball legend who was the first African-American to play major league baseball in the United States. Jackie's Nine Values were: Excellence, Commitment, Citizenship, Justice, Integrity, Persistence, Teamwork, Courage and Determination; all of which are reflective throughout our school community. We strive to be a consistent and stable learning institution where all stakeholders are valued and have vested interest in the successful outcomes of all our students. We promote a learning environment where all students can master the standards, while being afforded educational instruction with academic rigor, and a varied enrichment experiences to demonstrate their talents in the arts. Our overall goal is to provide students with educational opportunities that focus on their different learning styles, while catering to their total development. We strive to create lifelong learners and be the best that we can be which is embodied in our school motto, "Excellence is our only option!"

Our general population consists of over 558 individuals of various ethnicity, income levels and cultural backgrounds. Our school proudly caters to students from the Pre K through 5<sup>th</sup> grade level, with both a General Education and Special Education population. We begin preparing our students for college the moment they join our "Family." We have a team of educators who work diligently to create a positive, nurturing, and empowering learning environment. They encourage our students to become risk takers and innovators while becoming positive contributing members of society. Through consistent planning and the support of our dedicated Administration, our school has experienced extraordinary success over the past three years. Our test scores have shown substantial gains with our students performing at proficient and above proficient levels in Math, Science and ELA. Our School's Quality Review escalated from being categorized an "Undeveloped" school to a "Well Developed" school; and our School Progress Report reflected a decline from scoring an "A," to "B,".

At Public School 375 we recognize that families and other community members are vital parts of all students' academic and social successes. We consider family involvement an essential ingredient in creating a successful educational program.

We have established partnership with neighborhood organizations such as Learning Leaders, Leadership Program, Medgar Evers College, Brooklyn Botanical Garden, Brooklyn Children's Museum, Brooklyn Public Library and Brooklyn Advisory Council. Our continuing efforts will focus on strengthening home-school relationships and increasing parent and community involvement. Through effective use of additional resources provided from our Parent Coordinator and the Student Staff Support Team, we continue to empower parents and students to gain knowledge of a variety of resources available to them.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
<b>School Name:</b>	JACKIE ROBINSON SCHOOL			
<b>District:</b>	17	<b>DBN #:</b>	17K375	<b>School BEDS Code #:</b> 331700010375

DEMOGRAPHICS									
<b>Grades Served :</b>	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended</b>					
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09*	2009-10		
Pre-K	35	34	36		91.3	92.3	92.9		
Kindergarten	86	76	75						
Grade 1	83	78	66	<b>Student Stability: % of Enrollment</b>					
Grade 2	73	84	81	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	89	68	82		84.5	85.4	85.8		
Grade 4	92	108	94						
Grade 5	104	95	107	<b>Poverty Rate: % of Enrollment</b>					
Grade 6				(As of October 31)	2007-08	2008-09*	2009-10		
Grade 7					91.4	87.3	88.1		
Grade 8									
Grade 9				<b>Students in Temporary Housing: Total Number</b>					
Grade 10				(As of June 30)	2007-08	2008-09*	2009-10		
Grade 11					17	26	39		
Grade 12									
Ungraded	1	11	10	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09*	2009-10		
Total	563	554	551		19	17	25		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09*	2009-10		
Number in Self-Contained Classes	38	32	41						

DEMOGRAPHICS							
No. in Collaborative Team Teaching (CTT) Classes	12	18	19	Principal Suspensions	3	6	10
Number all others	13	16	12	Superintendent Suspensions	6	4	6
<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)	2007-08	2008-09*	2009-10
(As of October 31)	2008-09	2009-10	2010-11	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	TBD	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	90	99	TBD	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	4	7	TBD	(As of October 31)	2007-08	2008-09*	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	44	47	48
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	11	12	8
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	5	5	13
	0	0	0				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2008-09	2009-10	2010-11	% fully licensed & permanently assigned to this school	97.7	100.0	100%
American Indian or Alaska Native	0.5	0.2	0.2	Percent more than two years teaching in this school	50.0	59.6	81.3
Black or African American	80.8	81.8	80.4	Percent more than five years teaching anywhere	40.9	53.2	64.6
Hispanic or Latino	16.2	16.4	15.8				
Asian or Native Hawaiian/Other Pacific Isl.	0.4	0.4	1.5	Percent Masters Degree or higher	82.0	79.0	87.5
White	2.1	1.3	2.2	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	93.6	84.6	100.0
Multi-racial							
<b>Male</b>	51.7	50.7	50.6				

DEMOGRAPHICS						
Female	48.3	49.3	49.4			

2008-09 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10	<input checked="" type="checkbox"/> 2010-11

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURR identification:	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>			
<input type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	
<input checked="" type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____	

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level	
	ELA:	√	ELA:	
	Math:	√	Math:	
	Science:	√	Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:						
Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	√	√	√			
<b>Ethnicity</b>						
American Indian or Alaska Native	—	—				
Black or African American	√	√				
Hispanic or Latino	√	√	--			
Asian or Native Hawaiian/Other Pacific Islander	—	—				
White	—	—	-			
Multiracial	—	—				
<b>Other Groups</b>						
Students with Disabilities	√sh	√	-			
Limited English Proficient	√	√	-			
Economically Disadvantaged	√	√				
<b>Student groups making AYP in each subject</b>	6	6	1			

**Key: AYP Status**

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

CHILDREN FIRST ACCOUNTABILITY SUMMARY	
Progress Report Results – 2009-10	Quality Review Results – 2009-10

<b>Overall Letter Grade</b>	B	<b>Overall Evaluation:</b>	NR
<b>Overall Score</b>	44.5	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	9.8	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)	5	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)	26.7	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

### **Trends:**

We regularly discuss data in various communities across our school. We have identified that English Language Arts is the area of weakness, particularly among our large population of ELL's. As a result, we have identified a deficiency in reading comprehension and writing skills throughout the grades. We use a variety of reading assessment tools to determine our students' levels of performance. These include ECLAS, WRAP, and DIBELS. From this we determined that many of our students did not meet the benchmark in the key areas of reading development, reading comprehension, vocabulary and decoding. With this in mind, we conducted numerous professional development workshops aimed at familiarizing our teachers with various forms of data; how to interpret it as well as how to use it to drive and differentiate their English Language Arts instruction.

### **Greatest Accomplishments:**

Some of the greatest accomplishments that we have made during the past few years include our steady improvement in the area of mathematics as well as English Language Arts. However for the past school year 2009-10 there was a change in the cut scores and our performance rating in both ELA and Mathematics declined. We have closely examined the over-all results and have taken strategic steps to cater to each child's individual areas of weaknesses. Some measures include: individual and small group instructions during push-in and pull-out sessions. Our coaches, AIS providers, ESL, and SETSS instructors, SBST, and all other out of classroom staff analyze our data and work with assigned students to provide differentiated instructions. In addition, our after-school SES providers, which includes; Madison Boys and Girls, Academic Advantage, and Sports and Arts align their instructional programs to address the specific weaknesses based on the data analysis. We also use our extended day sessions to provide extra academic support for our levels I and II students. We anticipate that with the additional services to enhance the performance of our weaker students, while focusing on ensuring that our levels III and IVs students achieve AYP, we

will meet our over-all goal of increasing our students' ELA performance from 33.6 % to approximately 45.0% and our Mathematics from 42.9% to approximately 55.0%. Special emphasis will be placed on our ELL population in listening and reading comprehension and writing skills.

### **Aids and Barriers:**

We have encountered several barriers to our school's improvement. For example, our school receives several English Language Learners each year, throughout the school year. Often these students have arrived from foreign countries and may or may not have received formal education in their home countries. Therefore, several of these students are not literate in any language and are expected to meet English Language Arts standards relatively rapidly. In addition, there are many other students who come from English-speaking countries but whom are unfamiliar with the skills embedded within the items in the New York State Testing Program.

In several cases, our population of students identified as English Language Learners may comprise an entire class on a grade. These students often face issues becoming more familiar with the United States and the expectations of an English-based school system which requires them to be assessed in English Language Arts only one year after their arrival. In addition, we only have two full-time staff members to service these students during the school day, making sure that they log enough hours of ESL instruction in order to satisfy the requirements of the New York State Education Department for beginning, intermediate and advanced English Language Learners. This school year we had an influx of students whom had immigrated to the United States.

Additionally, this school year we had an influx of our students residing in temporary housing, not all of these students have consistently attended the same school. In turn, we don't have the luxury of building on what they have learned earlier in the school term. In general, we have a fairly transient population. Likewise, we have discharged approximately the same number of students each month from the beginning of the school term through December. As a consequence, year end rosters look quite different from beginning of the year rosters.

Large class sizes also affect the performance of our students. This is especially prevalent in our upper grades where class sizes typically range from 25 to 30 students, but can surpass this number as well.

Student attendance is also an issue that has prevented our students from reaching their full potential. We had several students who failed to maintain 90% attendance. Invariably, when sorting our students according to their performance, it becomes clear that students who fail to meet the standard in the major academic areas, often are the same students who have poor attendance. We have tried to use various incentives in order to encourage students to maintain satisfactory attendance.

Professional development is the critical tool which has allowed us to move forward in our effort to provide quality instruction to our students. In addition to instructional coaches in literacy and mathematics, we create opportunities for teachers to receive professional development from specialists from the Children First Network. Although this year's budgets have impacted on school support, we have received support in academic areas from outside vendors such as Sports and Arts and Boys and Girls. In addition, the influx of new immigrants brings

some social and academic challenges, while the support has created the opportunity for our teachers to more adequately provide instruction in a variety of academic areas, there

In addition, scheduling Saturday and Holiday Academies have provided our students with additional opportunities to master key skills within a smaller setting. Those students who receive Academic Intervention Services also benefit from this same service. Likewise, many of our struggling students receive support through our Extended Day program which allows them to reinforce skills and strategies introduced during the regular day instructional program.

### SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

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- 1. By June 2011 there will be a 5% increase of students in Grades 3 – 5, including our students with disabilities, performing at Level 3 and Level 4 standards in English Language Arts as measured by Predictive Test, the ARIS report, New York State examinations and teacher generated assessment based on classroom performance**

Tools used to determine our instructional goal for students in Grades 3 – 5 include teacher generated assessments, inquiry team analysis, school's progress report, Individual Learning Plans (ILPs), and standardized test results. Ongoing Professional Development will be provided by educational consultants in the City and CFN covering an array of topics. Students' formative and summative assessments are analyzed to prepare and align appropriate instruction to meet students' diverse needs. Academic Intervention Services are offered during the school day to targeted students as well as Extended Day and Saturday Academy.

- 2. By June 2011, there will be a 5% increase in students' performance in Grades K – 2, including students with disabilities, who demonstrate a year's progress in reading at Level 3 and Level 4 standards as measured by a 5% increase in ECLAS-2 , DIBELS and teacher generated assessments based on classroom performance**

Teacher generated assessments and analysis of ECLAS-2; DIBELS Reading Assessments were used to create our instructional goal for students in grades K-2 in reading. In our action plan, provision is made for ongoing Professional Development, evaluation and analysis of student work, and differentiated instruction to meet individual student's needs. Academic Intervention Services are offered during the school day to targeted students as well as Extended Day and Saturday Academy.

- 3. By June 2011 there will be a 5% increase of students in Grades K – 2, including students with disabilities, performing at Level 3 and Level 4 standards in mathematics as measured by Everyday Math Unit Tests, Mid-year, End of Year Math Assessments and Teacher Assessments of class work.**

Tools used to determine instructional goal for students in Grades K – 2 include teacher evaluation based on assessment examinations, standard chapter tests, teacher assessment of class work and inquiry team analysis of data. Ongoing Professional Development and support will be provided by educational consultants in the City, school based personnel and CFN.

- 4. By June 2011, there will be a 5% increase of students in Grades 3 – 5, including students with disabilities, performing at Level 3 and Level 4 standards in mathematics as measured by periodic assessments of Everyday Math, New York State Mathematics Examination and teacher generated assessments based on classroom performance.**

To determine our instructional goals for students in Grades 3 – 5, P.S. 375 used teacher evaluations based on assessment examinations, standard math chapter tests, inquiry team analysis of data, and data from standardized tests including the New York State Mathematics Examination. Ongoing Professional Development and support will be offered by educational consultants in the City, CFN and school based personnel. Ongoing analysis of students' strengths and weaknesses will allow us to provide data driven instruction to meet individual student's needs. Academic Intervention Services will be provided during the school day.



**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):**

**Language Arts, Grades 3- 5**

<p><b>Annual Goal I</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be a 5% increase of students in grades 3 - 5, specifically for students with disabilities performing at Level 3 or Level 4 in Language Arts as measured by N.Y.S and N.Y.C examinations and teacher generated assessments.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Teachers will be offered professional development based on the gathering and analysis of data. September 2010 - June 2011 (periodically).</p> <p>The Principal, Assistant Principal, Inquiry Team, and Professional Development Team will discuss and analyze student progress on an ongoing basis based on the data provided to assess the effectiveness of the literacy program. (September 2010 -May 2011, weekly).</p> <p>Selected teachers will engage in intra and inter school visitation to observe best practices in Reading and Writing Workshops. (September 2010 - June 2011).</p> <p>During common planning time, teachers will meet to assess student progress. They will discuss and share effective teaching strategies and plan their weekly lessons. (September 2010 - June 2011, weekly).</p> <p>Teachers will have detailed conference notes, which will indicate individual students’ strengths and areas in need of improvement. From this data differentiated instruction will be provided. (September 2010 - June 2011).</p> <p>Continue usage of Scott Foresman anthology in addition to selected classroom library books; Continual revision of curriculum maps supporting the reading/writing workshop; Increase independent reading through a variety of genre/units of study; Make available a wide variety of books within classroom libraries; Provide After-school, Saturday Academy, and holiday school intervention programs; Use data from formative and summative assessments using various sources including ARIS, teacher-</p>

	<p>made tests, and students' portfolios, etc  staff members are responsible for aligning their instruction to the detail specified in the curriculum maps;  Grade team leaders, team chairpersons are responsible for guiding the conversation during weekly grade meetings to address best practices that would support the curriculum.  Responsible staff members are:  The Principal: Ms. Marion Wilson  Assistant Principals: Mr. William Mingo, Kirk Wilkinson  Reading and Math Coaches: Ms. Shirley Williams and Yvonne Roberts</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Title I School-wide Programs  Principal School-wide Programs  Per Session for Saturday Academy – and  Title I School-wide Programs  Children First Network  Per Diem subs for Professional Development, Development Training Days-Title I SWP.  DOE Professional Development Tax Levy</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Interval of Periodic Review;  Periodic Assessments occur in September, November, March, and June  Instruments of Measure  Running Records  Assessment for Independent Reading Levels  English Predictive Tests  Monthly Reading Tracking Sheets and Conferences  Assessment of Narrative Writing  Standardized NY State Reading Examination  Analysis of Student Work Samples, Student Journals</p> <p>Projected Gains  Measurable Goal Reading:  85% of students will increase their reading level by one each benchmark period (i.e., September, November, March, and June), as measured by the Reading Assessment or Fontas and Pinnel.</p> <p>Measurable Goal Writing  85% of students will increase their writing skills by one for each benchmark period (i.e., September, November, March, and June) as measured by the WRAP (Narrative Writing Assessment.)  By June 2011 there will be a 5% gain in the number of students achieving a year's progress as measured by the 2011 English Language Arts Examination.</p>

<b>Subject/Area (where relevant):</b>	<b>Language Arts, Grades K-2</b>
<b>Annual Goal II</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<b>By June 2011 K – 2 students, including students with disabilities, will demonstrate progress in reading at Level 3 and Level 4 standards as measured by a 5% increase in ECLAS-2, DIBELS and teacher generated assessments based on classroom performance.</b>
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<b>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</b>  <p>Teachers will be offered ongoing professional development based on gathering and analysis of data. (September 2010 - June 2011, periodically).</p> <p>The Principal, Assistant Principal, Inquiry Team, and Professional Development Team will discuss and analyze student progress based on data provided on an ongoing basis to assess the effectiveness of the literacy program. (September 2010 - May 2011, weekly).</p> <p>Selected teachers will engage in inter and intra school visitation to observe best practices of the learning communities in Reading and Writing Workshops. (September 2010 - June 2011, weekly).</p> <p>During common planning time, teachers will meet to assess student progress and discuss and share effective teaching strategies and plan their weekly lessons. (September 2010-June 2011, weekly).</p> <p>Teachers will have conference notes that will indicate individual students’ strengths and areas in need of improvement. From that data differentiated instruction will be provided. (September 2010 – June 2011).</p> <p>A 100 Minutes Balanced Literacy Block will be implemented for Grades K – 2 every day. This includes daily writing activities and Units of Study. (September 2010 - June 2011, daily).</p> <p><i>Fundations Reading System, Leapfrog / Leaptrack, and Scott Foresman</i> form a part of the reading program that will be utilized as a supplemental program. (September 2010 - June 2011) . Students will be provided with a variety of reading materials across all genres from classroom libraries. They will also have access to a school library. (September 2010 - June 2011).</p> <p>Planning Guides, Pacing and Alignment Calendars, Units of Study in Reading and Writing will ensure there is uniformity and common goals across the grades. (September 2010 - June 2011).</p> <p>During the school day, Academic Intervention Services (push-in / pull out) will be provided. An</p>

Extended Day morning program is also provided. (September 2010 – June 2011). Saturday Academy will be offered. (January 2010 – May 2011).

During the school day, an ESL program (push-in / pull out) will be implemented to meet the needs of our ELL population. This service will also be available during extended time morning. (September 2010 – June 2011).

Ongoing professional development will be provided to teachers. Topics to be covered are the chancellor's initiative in reading, balanced literacy, the workshop model approach, using pacing calendars, portfolios, author studies and using classroom libraries effectively and ELL strategies. (September 2010 - June 2011, monthly).

Teachers will use computer-assisted programs such as *Success Maker*, *Net Trekker*, *Starfall*, *brainpop*, and *Internet4classrooms* to meet the diverse needs of students who require auditory, tactual, and visual (graphics) support to meet their individual goals. (September 2010 - 2011, weekly).

**Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.**

Pacing calendars and grade-wide curriculum maps aligned to the literacy standards, a timeline, teaching points, skills and strategies needed to reach particular benchmarks in literacy development, and resources for teachers to meet the needs of diverse learners, and support classroom instruction in literacy. (September 2010 - June 2011, ongoing).

Opportunities for professional growth to develop skills and knowledge about action orientation will be evident in classrooms as noted through supervisors' observations and walkthroughs. (September 2010 - June 2011).

Documentation of teamwork, student progress, next steps, and reflections will be noted in agendas. (September 2010 - June 2011).

Teachers' observations, lesson plans, agendas from grade meetings, Team Learning notes, and feedback will demonstrate teachers' growth in individual areas or needs as well as toward school-wide initiatives. (September 2010 - June 2011, monthly).

Teachers' surveys (created by the administration) will indicate positive impact of professional development on teachers.

	<p>Teachers’ conference notes and assessment binders will demonstrate growth with regard to students’ application of reading and writing strategies in day and after school programs.</p> <p><b>Responsible staff will be:</b>  The Principal: Ms. Marion Wilson  Assistant Principal: Mr. William Mingo, Kirk Wilkinson</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Principal –Title I School-wide Programs</b>  <b>Educational Consultants- School-wide Programs</b>  <b>Per Session for Extended Time Academic Intervention</b>  <b>Children First Network</b>  <b>Title I School-wide Programs</b>  <b>Title 111 School-wide Programs</b>  <b>Per Diem subs for Professional Development, Development Training Days-Title I SWP.</b>  <b>DOE Professional Development Tax Levy</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Interval of Periodic Review;</b>  Benchmark for Primary Assessments occur in September, November, March and June  Instruments of Measure:  Assessments Used are ECLAS-2, DIBELS, WRAP with Running Records, Sheets for Independent Reading Levels, Monthly Reading Tracking Sheets, Conference Notes and Continuum for Assessing Narrative Writing</p> <p>Skills assessed in K-2 includes:  Concepts of Print  Letter Identification and Sound  Spelling Inventories</p> <p>Projected Gains;  Measurable Goal Reading: 80% of students in grades K-2 will achieve an increase of one level in reading at each benchmark period (i.e., September, November, March and June) as measured by Independent Reading Assessment.</p> <p>Measurable Goal Writing: 75% of students in grades K-2 will achieve an increase of 1 level in writing</p>

	<p>skills for each benchmark period (i.e., September, November, March and June) as measured by Independent Assessment of Narrative Writing.</p> <p>By June 2011 there will be a 5% increase in the percentage of students achieving a year's progress as measured by ECLAS.</p>
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Subject/Area (where relevant):

Mathematics Grades K – 2

<p><b>Annual Goal III</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>By June 2011 there will be a 5% increase in grades K- 2 students, including students with disabilities, performing at Level 3 or Level 4 standards in Mathematics as measured by periodic assessments of Everyday Math, teacher generated assessments and the New York State Mathematics Examination.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Ongoing professional development and support will be provided by a full- time Staff Math Coach. (September 2010-June 2011, periodically).</p> <p>Staff Math Coach will mentor designated teachers. (September 2010 – May 2011, periodically).</p> <p>Teachers will receive ongoing professional development in Math from consultants in the city.</p> <p>Teachers will be given opportunities such as common planning time to collaborate and share experiences of student learning. (September 2010-June 2011, weekly grade team meeting and Faculty Conference).</p> <p>Teachers will use data to identify class patterns and trends, recognize students’ individual strengths and weaknesses, target specific areas for improvement in mathematics, and provide differentiated instructions. (September 2010 - June 2011, weekly/ ongoing).</p> <p>Professional Development Team and Inquiry Team will discuss and analyze results of interim assessments. (September 2010 - June 2011 periodically).</p> <p>Classroom teachers will monitor students’ progress through bi-monthly student’s progress report. (September 2010 –June 2011, bi-monthly).</p> <p>Students in grades K–2 will receive 90 minutes of daily instruction in Math, Use of Everyday Mathematics in grades K-2 as primary instructional resource. (September 2010-June 2011, daily).</p> <p>Daily use of math manipulative as our integral part of the instructional program. (September 2010-June 2011).</p>

<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Our Math Planning Guide incorporates a Math Pacing and Alignment calendar to ensure there is uniformity in instruction. (September 2010 - June 2011, periodically).</p> <p>Everyday Math Libraries is placed in all K-2 classrooms (September 2010-June 2011).</p> <p>Formative and summative assessments are used to drive instruction. (September 2010- June 2011, periodically).</p> <p>Support services such as Academic Intervention are provided to all students during the school day and through extended day programs. (September 2010 - June 2011).</p> <p>The Principal, PD Team and Inquiry Team create interim measurable goals in literacy and mathematics to assess specific skills students have achieved, examine the data to determine patterns and trends. (September 2010 – June 2011, monthly).</p> <p>Teachers will use innovative problem solving techniques to induce students’ critical thinking thereby assisting students to develop skills to create constructed responses to math problems through investigations. (September 2010 - June 2011, daily).</p> <p>Title I funding will be used to provide professional development for Math. (September 2010 - May 2011, periodically).</p> <p>Title I SWP funding will be used to hire substitutes for teachers when professional development is being offered in-house or in the City. (October 2010-May 2011, periodically).</p> <p>Teachers will also promote the use of analytical questioning – to draw conclusions, engage in mathematical investigations, applying knowledge and skills to problem solve and determine the importance of text in verbal problems.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Assistant Principal-Title I School-wide Program  Inquiry Team -Tax Levy  Professional Development Team-Title I School-wide Program and Tax Levy  Data Specialist-Title I School-wide Program</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Mathematics  Intervals of Periodic Review  September, November, March and June</p> <p>Instruments of Measurement:  Math Staff Developer Design your own assessment based on grade specific NCTM standards will be the assessment tool used for measuring student growth  Teacher generated tests  Every Day Math end of unit assessments  Portfolios</p> <p>Projected Gains;  There will be an increase of 5% increase in percentage of the number of students that demonstrate mastery of all content area skills assessed.</p> <p>By June 2011 there will be a 5% gain in the percentage of students achieving a years progress as measured by the 2010 NYS Mathematics examination</p>
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**Subject/Area (where relevant):**

**Mathematics Grades 3-5**

<p><b>Annual Goal IV</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>By June 2011 there will be a 5% increase in grades 3 - 5 students, including students with disabilities, performing at Level 3 or Level 4 standards in Mathematics as measured by periodic assessments of Everyday Math, teacher generated assessments and the New York State Mathematics Examination.</b></p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Ongoing professional development and support will be provided by a full- time Staff Math Coach. (September 2010-June 2011, periodically).</p> <p>Staff Math Coach will mentor designated teachers. (September 2010 – May 2011, periodically).</p> <p>Teachers will receive ongoing professional development in Math from consultants. (January - June 2011, periodically).</p> <p>Teachers will be given opportunities such as common planning time to collaborate and share experiences of student learning. (September 2010-June 2011, weekly grade team meeting and</p>

**Action Plan**

*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*

Faculty Conference).

Teachers will use data to identify class patterns and trends, recognize students' individual strengths and weaknesses, target specific areas for improvement in mathematics, and provide differentiated instructions. (September 2010 - June 2011, weekly / ongoing).

Professional Development Team and Inquiry Team will discuss and analyze results of interim assessments. (September 2010 - June 2011 periodically).

Classroom teachers will monitor students' progress through bi-monthly student's progress report. (September 2010 –June 2011, bi-monthly).

Students in **grades 3-5** will receive 100 minutes of daily instruction in Math, Use of Everyday Mathematics in grades 3 - 5 as primary instructional resource. (September 2010-June 2011, daily).

Daily use of manipulative as our integral part of the instructional program. September 2010-June 2011

Our Math Planning Guide incorporates a Math Pacing and Alignment calendar to ensure there is uniformity in instruction. (September 2010 - June 2011, periodically)  
Formative and summative assessments are used to drive instruction. (September 2010 - June 2011, periodically).

Support services such as Academic Intervention are provided to all students during the school day and through extended day programs. (September 2010 - June 2011).

The Principal, PD Team and Inquiry Team create interim measurable goals in literacy and mathematics to assess specific skills students have achieved, examine the data to determine patterns and trends. (September 2010 – June 2011, monthly).

Teachers will use innovative problem solving techniques to induce students' critical thinking thereby assisting students to develop skills to create constructed responses to math problems through investigations. (September 2010 - June 2011, daily)

Title I funding will be used to provide professional development for Math. (September 2010 - May 2011, periodically).

	<p>Title I SWP funding will be used to hire substitutes for teachers when professional development is being offered in-house or in the City. (October 2010-May 2011, periodically).</p> <p>Teachers will also promote the use of analytical questioning – to draw conclusions, engage in mathematical investigations, applying knowledge and skills to problem solve and determine the importance of text in verbal problems.</p>
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<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Assistant Principal-Title I School-wide Program          Inquiry Team -Tax Levy          Professional Development Team-Title I School-wide Program and Tax Levy          Data Specialist-Title I School-wide Program</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Mathematics          Intervals of Periodic Review          September, November, March and June</p> <p>Instruments of Measurement:          Math Coach compiles a variety of assessments based on grade specific Common Core standards which will be used to measure and track students’ growth;          Math Predictives,          Acuity          ARIS Reports          NYS Mathematics Examination</p> <p>Projected Gains;          There will be an increase of 5% increase in percentage of the number of students that demonstrate mastery of all content area skills assessed.</p> <p>By June 2011 there will be a 5% gain in the percentage of students achieving a years progress in grades 3 -5, as measured by the 2010 NYS Mathematics examination</p>

**APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2010-11 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS**

### **APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. **Note:** Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	14	15	N/A	N/A		1	0	
1	17	15	N/A	N/A	5	0	0	
2	18	20	N/A	N/A	3	1	1	10
3	60	12	N/A	N/A	4	0	0	10
4	30	12	20	N/A	5	5	1	10
5	53	16	15	N/A	5	5	0	10
6								
7								
8								
9								
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	Leap Frog/Leap Track- pull out, small group, during the day Small group, pull out / push-in model Voyager Passport Reading Triumphs After School Program - Small group, after school
<b>Mathematics:</b>	After School SES providers- Small group, after school Leap Track - During the day, self directed
<b>Science:</b>	FOSS Kits-small group, during the day, self directed Lego Robotics- small group, during the day
<b>Social Studies:</b>	N/A
<b>At-risk Services Provided by the Guidance Counselor:</b>	One to one and group counseling, game therapy
<b>At-risk Services Provided by the School Psychologist:</b>	One on one counseling
<b>At-risk Services Provided by the Social Worker:</b>	One on one counseling, group sessions
<b>At-risk Health-related Services:</b>	One on one counseling, group sessions

**Appendix 2: Program Delivery For English Language Learners (ELLs) *NCLB/SED* requirement for all schools**

**Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) LAP narrative to this CEP.**

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**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school’s submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

**Part I: School ELL Profile**

**A. Language Allocation Policy Team Composition**

Network Cluster <b>Cluster 5</b> <b>CFN 304</b>	District <b>17</b>	School Number <b>375</b>	School Name <b>Jackie Robinson</b>
Principal <b>Marion Wilson</b> Coach <b>Shirley Williams-Literacy</b> Teacher/Subject Area <b>A. Benmimoun/ESL</b> Teacher/Subject Area <b>Ms. J. Oxley/ESL</b> Teacher/Subject Area <b>M. Soto</b> Related Service Provider <b>Ms. B. Jackson</b> Network Leader <b>Ms. Lucile Lewis</b>		Assistant Principal <b>Mr. Wilkinson, Mr. Mingo</b> Coach <b>Yvonne Roberts-Math</b> Guidance Counselor <b>Mr. Matthew</b> Parent <b>Ms. Suzanne Pinder</b> Parent Coordinator <b>Dr. Alfred Kulah</b> Other type here Other type here	

## B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	2	Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

## C. School Demographics Total Number of Students in School

Total Number of Students in School	554	Total Number of ELLs	86	ELLs as Share of Total Student Population (%)	15,52 %
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## Part I: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

**1. *Describe the initial steps taken to initially identify students who may possibly be ELLs.***

Public School 375 employs a comprehensive approach to the identification and placement of all potential ELL students conducted by a well trained cadre of educators. Parents play a key role in the identification process.

All new entrants to the school are given the Home Language Identification Survey (HLIS) to complete. Initial screening begins with the first day of registration. The registration package includes a copy of the HLIS. All parents must complete the survey before completing the process. Highly qualified ESL staff members include Mr. Benmimoun and MS. Oxley as well as other bilingual staff members who will be made available to assist parents complete the survey in their native language. In addition to completing the HLIS a short informal interview with the student is also conducted. The interview will help limit or eliminate altogether improper placement.

A careful review of all the HLIS will reveal if a student is eligible for testing. Parents are informed via an Entitlement Letter and testing and placement take place within 10 days of registration. Parent brochures are disseminated in their native language to enrich the understanding each available program can offer. After conducting the LAB-R a Parent Orientation is provided along with a Program Selection Form to parents of children deemed English Language Learners based on LAB-R results. Parents can choose from several models. These include a Bilingual Transitional, Dual Language or Free-Standing ESL models.

Parents also receive a Placement Letter notifying them of their child's identification and placement as an ELL student. Parents are invited to visit and question the school anywhere along the identification and placement process to determine the best educational interest of their child.

All students deemed eligible are placed in one of the models listed above. To assess, evaluate progress and determine continued eligibility, the students are tested annually using the NYESLAT. A Continuation Letter is provided to parents of students who continue to be entitled while other students deemed proficient (based on NYSELAT results) are mainstreamed in to the regular program while still receiving additional supplementary services.

**2. *What structures are in place at your school to ensure that all parents understand all three program model choices* (Transitional Bilingual Ed, Dual Language and Freestanding ESL)**

Better informed parents make better informed decisions. In order to enable parents to make sound educational decisions as to which program best meets the needs of their individual child, parents are invited to participate in several orientation workshops. Parents participate in an orientation that, utilizing a CD produced by the Department of Education, describes the various ELL program models for English Language Learners in addition to encouraging parents to visit classrooms. After viewing the Parent Orientation CD, ELL program placement options are determined. The Parent Orientation CD is available in nine languages. Parent brochures are disseminated in their native language to enrich the understanding of each available program.

The Jackie Robinson School (P375K) currently offers a Freestanding ESL Program. Should parents prefer a different program, they are directed to the parent coordinator, who will assist them identify neighboring schools with additional alternate programs. Continuing community involvement is stressed throughout the school year. All parents, including parents of ELLs, are encouraged to become more involved in the life of our school. Notices are sent in the various languages to insure school-community communication. During the school year, Public School 375 provides meetings for parents focused on instructional issues. These include topics on assessments, standards, promotional policies, and strategies to support their children's academic progress. Many members of our school community are bilingual and speak the language of the community, which include French, Spanish, Haitian Creole and Arabic.

**3. Describe how your school ensures how the Entitlement Letters are distributed and how the Parent Survey and Selection Form are returned.**

Entitlement letters are drafted and sent home with the student. Depending on the age-level of the students letters may be stapled to their homework notebook or given directly to the student for handling. Classroom teachers will also follow-up along with the ESL provider. The same policy and procedure applies to the Parent Survey and Parent Selection Forms. To facilitate communication all letters and forms are sent in the language of the home.

A call to the home is placed after three days of parents not responding. Every attempt to call the home in the dominant language of the home will also be made. Students whose parents neglect to return requested documents will automatically be assigned the default program. The Free Standing ESL Program is the only program currently in place at Public School

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375. During parent-teacher conferences, the home room teachers will be notified of the students who are missing Parent Survey and Selection Forms. These parents will be directed to the ESL teacher's classroom for completion of any missing documents.

**4. Describe the criteria used and procedures followed to place identified ELL students in Bilingual or English as a Second Language instructional Programs.**

Students who fail to score above the required raw score (as stipulated in Assessment Memorandum #2) on the LAB-R are immediately identified as ELLs. An entitlement letter is provided to parents to inform them about the child's identification and the child is then enrolled in the appropriate Bilingual or ESL instructional program within ten days.

Prior to placement, parents are invited to participate in an orientation that describes the various programs for English Language Learners and can plan to visit a classroom that highlights a specific program of their choosing. After viewing the video, parents are encouraged to pose questions. This Parent Orientation CD is available in nine languages. Parent brochures are also disseminated in their native language to enrich their understanding for each available program highlighted.

**5. After reviewing the Parent Survey and Selection Forms for the past few years, what is the trend in program choices that parents have requested?**

After a review of the Parent Survey and Selection Forms for the past few years, we have concluded that the majority of parents have been requesting ESL only. Therefore, we do not have the required number of students in two contiguous grades in one particular language to form a bilingual class. We do however have a large number of recent immigrant students who speak a variety of languages to require the services of two ESL teachers.

**6. Are the program models offered at your school aligned with parental requests? Why or why not?**

The parents of students entering Public School 375 from another school and still deemed entitled to ESL services in addition to the new admits overwhelmingly favour Freestanding ESL Program. The program models at PS 375 are therefore in alignment with the parental choice as documented in the Parent Survey and Selection Forms.

**Part III: ELL Demographics**

**A. ELL Programs**

<b>This school serves the following grades (includes ELLs and EPs)</b>	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> <input type="checkbox"/>
Check all that apply	

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot#
Transitional Bilingual Education (60%:40%→ 50%:50% →75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained						21								21
Push In	8	10	12	18	17	0								65
Total	8	10	12	18	17	21								86

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	86	Newcomers (ELLs receiving service 0-3 years)	75	Special Education	5
SIFE	8	ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	0	0	0							0
Dual Language	0	0	0							0
ESL	75	8	5	11	0	2	0	0	0	86
<b>Total</b>	<b>75</b>	<b>8</b>	<b>5</b>	<b>11</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>86</b>
<i>Number of ELLs in a TBE program who are in alternate placement: 2</i>										

**C. Home Language Breakdown and ELL Programs**

<b>Transitional Bilingual Education</b>														
<b>Number of ELLs by Grade in Each Language Group</b>														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
Total														0

<b>Dual Language (ELLs/EPs) K-8</b>																				
<b>Number of ELLs by Grade in Each Language Group</b>																				
	k		1		2		3		4		5		6		7		8		Total	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0

French																			0	0
Other																			0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

	9		10		11		12		Total	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
Total	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

<b>Freestanding English as a Second Language</b>														
<b>Number of ELLs by Grade in Each Language Group</b>														
	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>Total</b>
Spanish	4	4	4	9	4	3								28
Chinese														0
Russian														0
Bengali					0	1								1
Urdu														0
Arabic	1	2	2	1	3	1								10
Haitian	1	3	0	4	4	9								21
French	0	0	0	0	1	0								1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2	1	6	4	5	7								25
<b>Total</b>	<b>8</b>	<b>10</b>	<b>12</b>	<b>18</b>	<b>17</b>	<b>21</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>86</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?

a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Self-Contained)?

b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.

4. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE.

b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.

c. Describe your plan for ELLs receiving service 4 to 6 years.

d. Describe your plan for Long-Term ELLs (completed 6 years).

e. Describe your plan for ELLs identified as having special needs.

**1. How is instruction delivered?**

a. Public school 375 currently houses a free standing ESL program. We have approximately 86 students.

b. We have adopted a 60/40% push in/pull out model in addition to a self contained 5th grade ESL class.

**2. How does the organization of your staff ensure that** the mandated number of instructional minutes is provided? While beginning and Intermediate (63 students) student receive 360 minutes of ESL instruction, Advanced students (23 students) 180 minutes of ESL services a week.

**3. Describe how the content areas are delivered in each program model?** At Jackie Robinson school content area is part and parcel of English Language delivery. We adopt an interdisciplinary approach to language development through content area. Language development focuses on vocabulary words needed for content-subject area.

**4. How do you differentiate instruction for ELL subgroups?**

a. Instruction is tailored to the specific needs of each student subgroups. Students with Interrupted Formal Education as well as New Comers are exposed to a rigorous ESL program focusing on Listening and Speaking while developing literacy and numeracy skills with a strong emphasis on phonic, morphophonemic awareness. On the other hand, instruction for students who are deficient in reading and writing, as evidenced by the NYSESLAT modality report, will focus primarily on developing those skills.

b. Describe your plans for new comer ELLs

New comers are exposed to an intensive English language development program emphasizing the development of Basic Intercommunication Skills (BICS) eight periods of ESL a week. Although instruction uses the four language strands, namely Listening, Speaking, Reading, and Writing, the delivery of instruction for this particular subgroup focuses more on developing their Listening and Speaking abilities.

c. What is the plan for Ells receiving service for 4-6 years?

As per the NYSESLAT modality report which delineates a deficiency in Reading and Writing skills, ELLs receiving ESL services for 4-6 years will be exposed to a rigorous English language development program that emphasizes the Cognitive Academic Language Proficiency (CALP) in reading and writing.

d. Describe your plan for Long-term ELLs The primary focus with Long-term Ells is to provide support with the writing and reading skills.

e. Describe your plan for ELLs identified as having special need. In collaboration with the Special Education teacher, the ESL Teacher will target developing English Language Proficiency skills to meet the goals set in the students' Individualized Educational Plans/IEPs.

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for all ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for all ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for all ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for all ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

<b>Native Language Arts and Native Language Support</b>	
The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero	
<b>NLA Usage/Support</b>	<b>TBE</b>
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	X
25%	X
<b>TIME</b>	<b>BEGINNERS INTERMEDIATE ADVANCED</b>

**B. Programming and Scheduling Information--Continued**

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

PS 375 implements a comprehensive data based intervention program to support ELLs in ELA and content area. Students are grouped based on performance in a battery of tests and instruction is tailored to their needs. The instructional intervention ranges from extended day groupings, grouping during school hours, after-school program, and Saturday Academy.

7. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

Transitional support for ELLs reaching proficiency in the NYSESLAT is delivered by grouping them along with the advanced students and by engaging them in project-based instruction which focuses on developing writing skills.

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

In an effort to refine its practices, PS 375 continues to revamp its instructional delivery of service by designing S.M.A.R.T (Specific, Measurable, Achievable, Specific, Realistic, and Timely) goals for each group.

9. What programs/services for ELLs will be discontinued and why? Not Applicable.

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

To ensure that ELLs are afforded equal access to all school programs, PS 375 makes use of a set of strategies including adopting a multidisciplinary approach in teaching and by integrating articulation periods in the common planning periods to ensure cohesion of instruction.

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

PS 375 strongly adheres to the precept of bringing its students to the 21<sup>st</sup> century by integrating technology into all aspects of learning. This is achieved by subscribing to a series of websites that offer support, through the use of multimedia, in vocabulary development as well as reading fluency.

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

The presence of a highly qualified multilingual ESL teacher on board of P.S. 375 provides students with an opportunity to facilitate comprehension, especially in content area.

13. Do required services support, and resources correspond to ELLs' ages and grade levels? Yes.

14. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.  
Potential students and parents are encouraged to review the school's activity and programs via website.

15. What language electives are offered to ELLs?  
Not applicable.

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

Our targeted intervention programs are rooted in the belief that all students can reach their potential if supported in a learning environment that is customized to meet their individual needs. We have arranged our ELL intervention program with this tenet in mind. We insisted that each student can receive personalized instruction that is data driven and customized to meet each child's linguistic, cultural, social and educational needs. Our ESL push-in, pull-out, and self-contained programs are organized into learning environments that support whole-class, small group and individual work projects. Our freestanding ESL push-in/pull-out program serving sixty-three students of diverse linguistic backgrounds is organized to maximize each child's linguistic strengths and create an environment where risk-taking is encouraged and supported. Twenty-three other students are served through a self-contained ESL program where a rigorous curriculum is fully aligned to the Core Performance Standards. The English as a Second Language students receive standards-driven instruction in English that is identical to that of their English dominant counterparts.

6. Describe your plan for continuing transitional support (2years) for ELLs reaching proficiency on the NYSESLAT. After reaching Proficiency level on the NYSESLAT, former ELLs will continue to receive transitional support by being grouped and pulled out with students who received Advanced scores on the NYSESLAT. This transitional support will help ease their transition into mainstream. Instructional activities in this case will focus on enhancing their writing skills by engaging them in creative writing projects and publishing finished products.

7. What new programs or improvements will be considered for the upcoming school year? After a close evaluation of the previous years programs, our committee for curriculum development is focusing more on the use of technology to improve the students' performance in Reading, Writing and content area. Regular and continuous assistance from our CFN specialists is provided to support classroom teachers working with ELLs by modeling best practices. Additionally leveled classroom libraries are purchased specifically to provide support for the English Language Learners.

8. What programs/services for ELLs will be discontinued and why? N/A

9. How are ELLs offered equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. English Language Learners are not only given equal access to all school programs, but because they are targeted as a subgroup in need of more instructional intervention, they receive intensive small group instruction. For example, when ELLs receive Academic Advantage After-school program, the students with poor academic background are grouped in small groups or given a one-to-one instruction by a certified ESL teacher. ELLs are also encouraged to attend the After-school Leadership-Academy which focuses on arts, crafts, literacy, and theatre. Saturday-Academy, which is held from 9 a.m. to 12 p.m., is an instructional program that will enable students to enhance, enrich, and extend literacy and mathematics strategies acquired. During Saturday Academy, ELLs will further develop content knowledge centered around specific themes/topics. Students will get involved in projects that require them to share ideas and work in various learning settings. They will read to promote schema around specific topics, and will use independent leveled reading materials, such as trade books and novels to meet student needs. Students throughout the grades will have access to books at both their instructional and independent reading levels. As students acquire more literacy strategies, the text materials will become increasingly more difficult.

10. What instructional materials, including technology, are used to support ELLs ( include content area as well as language materials; list ELL subgroups if necessary)? Although ELL subgroups have been identified and instruction is being tailored to their specific needs, instructional materials, including technology, are used to support the whole student population. At Jackie Robinson School, technology plays a key role in the delivery of instruction. A case in

point is Pearson Success Maker offering 3,300 hours of proven results-oriented instructions for k-8. Foundation courses help students develop and maintain essential math, reading, and writing. It is a computer enhanced program designed for all disciplines which promote data-driven instruction. Academic Intervention Services (AIS) is provided to meet the needs of all students who require additional assistance to meet the State standards in ELA and Mathematics, especially English Language Learners who are identified as Students with Interrupted Formal Education/SIFE. Academic Intervention Service programs that will be instituted are After-school, Saturday Academy, AIS pull-out and push-in, Princeton Review, and the Wilson Reading Program. Intensive guidance and support services will be provided to assist students who are experiencing affective-domain issues that are impacting on their ability to achieve academically. Although the intensity of the services provided vary, all Grade 3-5 students performing in Levels 1 and 2 and Early Childhood students deemed to be at risk, will receive appropriately targeted services.

11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL) Jackie Robinson P.S. 375 prides itself for its multilingual staff members. ESL teachers don't only translate the State Math, Science, and Social Studies to students for whom a translated version of the test is not available, but they do also use the students' first language to support content area comprehension. In case where the homeroom teacher is not proficient in the student's first language, the newcomers are paired with other advanced ELLs who are fluent in both languages. Furthermore, Classroom libraries are infused with books and audio-books in different languages.

12. Do required services support, and resources correspond to ELLs' ages and grade levels? The selection of the Library books and the services provided at Jackie Robinson are based on the students needs, and are age and grade level appropriate.

13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year. Prior to the first day of school, Jackie Robinson implements a Jump Start project, an opportunity to welcome parents of ELLs.

a. Parents will be encouraged to read with their children in their native language to help them develop reasoning skills through their native language. Participating parents will be assisted in securing a library card. They will be informed of leading research that shows, students who read in their native language perform better in school, are more likely to be competent readers, and transfer the ability to read well in the native language to English

b. Parents will be reminded that they are their child's first teacher. They have an obligation to encourage their children to do well in school. They will be given a private tour of the school and will be invited to "Tea with the Teacher." The Parent Teacher Association (PTA) will invite parents of ELLs to meetings, encourage them to read information that comes home, and volunteer in their child's classroom.

14. What language electives are offered to ELLs ?

N/A

### **C. Schools with Dual Language Programs**

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

5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?N/A

#### **D. Professional Development and Support for School Staff**

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1-Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs) Our professional development program is rooted in the belief that all teachers are teachers of language arts and that English as a Second Language is a natural and humanistic extension of English language arts. With this in mind, we will design a professional development program that will prepare all teachers to better serve the linguistically diverse population at Jackie Robinson Public School 375. This will be accomplished through a three-pronged program that includes:

- On-site professional development: 5-Contractually mandated 100 minute professional development sessions will be dedicated to ESL methodologies, awareness and sensitivity and pedagogical techniques. Special educators will receive an additional 3 sessions.
- All teachers who serve ELLs will be encouraged to attend all regional ELL professional development. These sessions will focus on professional practice and methodologies that use ESL strategies to strengthen content area instruction across the curricula.
- A consultant from an outside organization (TESOL, NABE, SABE) will be brought in to conduct a minimum of four workshops for all teachers of LEP/ELLs.
- Six hours of professional development will be provided through Attanasio, a publisher who has agreed to provide training and development gratis with purchase of materials. The suggested format will break down to three, two hour sessions the first will focus on the use of the Attanasio materials in an ESL environment; the second will emphasize the teaching of test taking strategies and the last one will provide the program teachers with an opportunity to visit one or two schools that have successfully implemented Impact Math with English language learners.

2-What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school? N/A

3-Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold an ESL, and bilingual licenses, as per Jose P. To help ensure that English language learners and immigrant students attain English proficiency and achieve academically, all staff members who hold a license other than ESL or bilingual license attend an ongoing series of Professional Development towards completing a 7.5 hours in ESL methodology as per Jose P. mandate. These training sessions are built in the regular Staff development schedule and are conducted by on staff ESL teachers. All teachers attending the training will become culturally aware and linguistically sensitive to the unique needs of their students and will approach teaching and learning using pedagogical techniques and methodologies proven effective with ELLs including: Total Physical Response, Language Experience Approach, rebus, rhymes, patterning, etc.

#### **E. Parental Involvement**

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

#### Parental involvement

##### 1- Describe parent involvement in your school, including parents of ELLs

At Jackie Robinson we recognize that parents are clearly valuable human resources that must not be overlooked. Efforts to secure and maintain partnerships that will support children's learning must be made to enhance academic success. With this in mind, we are committed to:

1. Provide parent education to approximately 90 linguistically diverse families to ensure that they understand our school's programmatic choices and can make an informed educational decision about their child's placement.
2. Secure brochures, report cards, and educational materials in a variety of languages so that all parents can know and understand what is going on in their children's school. Whenever and wherever possible, we will arrange for translators at parent assemblies and meetings.
3. Special outreach efforts will be made to linguistically diverse parents on open school day and afternoon. Whenever possible, translators will be available so that these parents are not disenfranchised by the process.
4. An ELL parent conference will be held in the spring prior to the administration of standardized tests. These sessions will be dedicated to reviewing assessment schedules and providing parents with strategies and techniques to help their children excel on these examinations

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Beginner(B)	0	5	5	4	3	6								23
Intermediate(I)	0	3	5	6	5	4								23
Advanced (A)	0	0	1	6	5	8								20
Total	0	8	11	16	13	18	0	0	0	0	0	0	0	66

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B	0	1	0	0	1	0							
	I		3	1	0	1	1							
	A		4	5	6	6	4							
	P	0	0	2	9	5	11							
READING/WRITING	B		5	3	4	3	6							
	I		3	5	6	5	4							
	A		0	1	6	5	8							
	P		0	0	0	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	5	5	0	0	10
5	7	9	0	0	16
6					0
7					0
8					0
NYSAA Bilingual Sp. Ed.					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	3		8		1		0		12
5	2		17		2		0		21
6									0
7									0
8									0
NYSAA Bilingual Sp. Ed.									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		8		9		3		21
8									0
NYSAA Bilingual Spe Ed									0

NYS Social studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	13		3		8		2		26
8									0
NYSAA Bilingual Sp. Ed.									0

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

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

**B. After reviewing and analyzing the assessment data, answer the following**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following: a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language? b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments. c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs? c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. Describe what assessment tool school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, ELSOL, Fountas and Pinnel, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instruction plan? Please provide any quantitave data

available to support your response. Early childhood uses a variety of literacy assessment tools. These include mandated formative assessments, such as ECLAS-2 and DIBELS, as well as the WRAP, Fountas and Pinnel. Additionally, classroom teachers use Scott Foresman, end of unit tests to assess the early literacy skills

of ELLs. The data collected is used to determine comprehensive groupings and is also used in designing SMART goals for the students.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) at the beginning of the school year the ESL department prints out NYSESLAT and LAB-R report and students are grouped accordingly. Teachers then prepare their own daily schedule according the CR-Part 154 required mandates and submit them to the administration for review. The focus is on developing and strengthening our students' English language writing skills as well as on Content Based Instruction (C.B.I.). This was decided based on data from the NYSESLAT exams which clearly illustrate significant deficiencies in student writing skills. We provide students with a variety of writing prompts, guided and shared writing and writing in the content area. This empowers our ELL students to use meaningful language and construct knowledge of chapter and verse. The students produce literary responses, newsletters, and autobiographies. Our students take their ideas from seedling to publication.

3. How will patterns across NYSESLAT modality reading/writing and listening/speaking affect instructional decision? A breakdown of the student NYSESLAT skill scores confirms researchers' findings about second language acquisition and learning: that listening and speaking skills are the very first skills to be acquired and learned. As a result, a large percentage of the student population falls under the advanced category in listening and speaking. Conversely, reading and writing are much more difficult and take longer to master. Even though the data suggests that students tend to do better in the speaking and listening domains, greater emphasis then should be taken by the teacher and school community to prepare instructional activities that encourage the development of all four cognitive domains simultaneously. Reading and writing are hierarchical skills that develop later in the learning continuum and yet efforts should be made to incorporate these higher-level skills when designing instructional activities.

4. For each program answer the following:

a. Examine student results. What are the patterns across proficiency and grades? How are ELLs faring in tests taken in English as compared to the native language? The current observable results show that the majority of tested ELLs fall somewhere in the middle score values (between level II and level III). The statistics at almost every grade 3rd, 4th and 5th, strongly show that 70% of our ELL students are approaching or meeting the standards in Mathematics. The only program model currently at our school is a Free-Standing ESL.

b. Describe how the school leadership and teachers are using the results of ELL Periodic Assessments.

c. The Jackie Robinson School is part of the on-going trend of data driven instruction. The instructional team, composed of the literacy coach, data specialist, homeroom teachers and administration analyzes and observes trends to better address the different instructional needs of the ELL population.

d. What is the school learning about ELLs from the Periodic Assessment? How is the Native Language used? The Periodic assessments help monitor the progress as well as provide an updated picture of the student's deficiencies. And as a result the assessments provide an integral evaluative tool to help teachers focus their instruction.

5. For Dual Language, answer the following:

- a. How are the English proficient students (EPs) assessed in the second (target) language?
- b. What is the level of the language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City assessments? Dual Language Program is currently not available in our school.

6. Describe how you evaluate the success of your program for ELLs. To ensure that ELLs are reaching proficiency level in English at a reasonable pace, Jackie Robinson staff members are regularly reviewing students' assessment data to measure the effectiveness of the ELLs program. Measurable goals are set for each student subgroup and approaches are regularly revised to maximize optimum efficiency.

**Additional Information**

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

**Part VI: LAP Assurances**

Signatures of LAP team members certify that the information provided is accurate			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marion Wilson	Principal		10/30/10
K. Wilkinson	Assistant Principal		
W. Mingo	Parent Coordinator		
Aziz Benmimoun	ESL Teacher		
Ms. Pinder	Parent		
Ms E. Powell	Teacher/Subject Area		
Mr. Scarlet	Teacher/Subject Area		
Ms. S. Williams	Coach		
Ms. Y. Roberts	Coach		
Mr. Mathews	Guidance Counselor		
Ms. Lucille Lewis	Network Leader		
	Other		
	Other		
	Other		



option to enroll in the ESL or Bilingual program. Each year, identified children are reassessed using the NYSESLAT examination. Of the 86 students, 38 are at the Beginner's level and 25 are at Intermediate and receive 360 minutes of ESL instruction. In addition to the 180 minutes of ELA instruction, the remaining 23 advanced students also receive 180 minutes of ESL instruction.

The current NYSESLAT modality report results show that out of the 86 students, 38 are at Beginning level, 25 at Intermediate and 23 at the Advanced level. An analysis of the students' results also suggests that while Beginners are in need of more support in developing Listening and Speaking competencies, Reading and Writing skills remain areas in need of improvement for Intermediate and Advanced Students. The creation and implementation of a Title III Program will serve to provide an additional supplementary resource to ensure that ELLs are reaching proficiency level in English at a predictable pace. The Title III Program will be implemented and reviewed periodically to measure its effectiveness and make the necessary modifications as needed.

Our extended day Title III Program will be identified as Project E.L.I.T.E., an acronym which stands for: **E**LLs **L**earning, **I**nnovating, **T**hinking and **E**nvisioning. Through this project-based program, we will develop and strengthen the literacy skills in both reading and writing for 64 ELLs in grades 3-5. We will use the components of the Workshop-model and Balanced Literacy, Shared Reading, Read Aloud, Guided Reading and Independent Reading to improve fluency and reading comprehension. To facilitate the writing process, the following strategies will be implemented: vocabulary building, modeling graphic organizers, journal writing, Power Point presentations, and blogging on our school's recently created ESL Department website. The program will operate three days a week (Tuesday, Wednesday and Thursdays) and run from 3:00—5:00 p.m. .

#### ***A. Project ELITE***

Project ELITE would run for 30 sessions and include approximately 30-40 ELL students. Two highly qualified ESL teachers will instruct the students. The student roster will not exceed the 20 students per teacher ratio. An administrator will be available in the building supervising other After-school activities and will assist Project E.L.I.T.E at no cost to the program.

Technology will be integrated to enhance the four language strands (Listening, Speaking, Reading, and Writing) through the use of Ipads and education applications such as Appitivity, Puppet Pals, Mad Libs, audio books, etc. The total cost for the Ipads is highlighted below in the budget summary. Other comprehensive assessment tools in reading and writing such as Scott Foresman will be utilized to provide teachers with valuable over-all view of a students' progress.

**School Building Budget Summary**

Form TIII – A (1)(b)

**Title III LEP Program**

<b>Allocation:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	<b>\$ 5,037.60</b>	30 sessions 2 hours = 60 hours 60 hours times 2 teachers = 120 hours 120 hrs x \$41.98 = \$5,877.20
Purchased services such as curriculum and staff development contracts	<b>0</b>	
Supplies and materials	<p><b>\$ 467.46</b></p> <p><b>\$ 62.49</b></p> <p>-----</p> <p>= <b>\$ 529.95</b></p>	<p><i>Scott Foresman Reading Street</i> <i>Units 1-6</i> <i>77.91x 6= \$467.46</i></p> <p><i>6 student books set</i> <i>\$ 62.49</i></p>
Travel	<b>0</b>	.
Other Bundle Ipad package	<b>10@758=7,580</b>	10 ipad bundle package Integration of Technology
<b>TOTAL</b>	<b>\$13,147.55</b>	

## ***B. Saturday Institute***

We will also conduct an eight (8) week Saturday Institute for students who score at the beginner range for second language acquisition as measured by the LAB-R or NYSESLAT assessment. The institute will begin January 15<sup>th</sup>, 2011 and will operate for ten Saturdays through March 5, 2011, from 8:00—12:00noon. The students will be instructed by two highly qualified ESL teachers and the targeted population will be identified as "Newcomers" which may include all students who scored at the Beginners or Intermediate level on the NYSESLAT. The program will focus on developing and strengthening our students' oral communication skills (BICS/CALP) and Listening and Speaking skills. This was decided based on data from the NYSESLAT exams which clearly illustrates significant need of improvement in students' second language acquisition. We will provide students with a variety of Speaking and Listening activities that will incorporate Role Playing, tongue twisters, repetitions, Total Physical Response, Language Experience Approach, rebus, rhymes, patterning, music, art as well as guided reading and Ipad education applications.

This Title III Saturday Institute will empower our ELL students to use meaningful language and construct knowledge of chapter and verse. We will produce literary responses, newsletters, and autobiographies. To implement an adequate program for our beginning English Language Learners, our Title III program will be acquiring language development materials such: Ipad education applications that would enhance the four language strands.

Students with Interrupted Formal Education/SIFE will also be invited to participate in the both Title III Programs. They will be exposed to a rigorous ESL program focusing on developing basic literacy and numeracy skills. Activities range from focus on literacy development and content area vocabulary words for SIFE and special needs students to more complex and rigorous abstract concepts for advanced students. Instruction for ELLs is enhanced by the integration of educational technology and differentiated to meet the various needs of each sub-group.

We will purchase some supplies/*Consumables: pens, notebooks and charts*

**School Building Budget Summary**  
**Form TIII – A (1)(b)**

**Title III LEP Program**

*Saturday Institute*

<b>Allocation:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	<b>\$2,686.72</b>	8 sessions x 4 hours = 32 hours 32 hours X 2 teachers = 64 hours 64 hrs x \$41.98 = \$2,686.72
Purchased services such as curriculum and staff development contracts	<b>0</b>	
Supplies and materials	<b>\$200.73</b>	<i>Consumables: pens, notebooks, paper, ink and charts</i>
Travel	<b>0</b>	
Other	<b>\$365.00</b>	Conference registration
<b>TOTAL</b>	<b>\$3,252.45</b>	

**Total Program Cost:** The total cost for both the after school **E.L.I.T.E. Program** and the **Saturday Weekend Institute** designed for beginner and newcomer students is **\$16,400.00**.

**Professional Development Program** – *Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.*

Our professional development program is rooted in the belief that all teachers are teachers of language arts and that English as a Second Language is a natural and humanistic extension of English language arts. With this in mind, we will design a NO-COST professional development program that will prepare all teachers to better serve the linguistically diverse population at Jackie Robinson Public School 375. This will be accomplished utilizing a three-pronged approach that will include:

- On-going, on-site professional development designed to satisfy the 5-contractually mandated 100 minutes of professional development sessions dedicated to ELL awareness and sensitivity in addition to pedagogical techniques. A two-hour professional development session has already been provided during our last Professional Development session in November.

- All teachers who serve ELLs will be encouraged to attend all Local Support Organizations ELL professional development. These sessions will focus on professional practice and methodologies that use ESL strategies to strengthen content area instruction across the curricula.
- The two teachers hired to work in Project ELITE will also provide on-going turnkey training professional development in scaffolding techniques for ELLs during in-school lunch and learn periods.
- Teachers will also have an opportunity to visit one or two schools like PS 380 in District 14 Brooklyn that have successfully implemented ELA teaching strategies for English language learners.

Additionally, our lead ESL teacher will be attending a NABE conference to be updated on the latest research study on bilingual/ESL education and turn-key to other staff members working with ELLs. The attendees at the conference which includes researchers/scholars, advocates in the areas of civil rights and immigration will, amongst other things, share best teaching practices in minority education. The event will undoubtedly open new horizons and build bridges between communities. Above please the cost to the National Association for Bilingual Education/ NABE conference registration.

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

#### **Part A: Needs Assessment Findings**

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**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

#### **Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
2. P.S.375 is located in the multi-ethnic Crown Heights area of Brooklyn. P.S. 375 is a Pre-K-5 school with approximately 558 students enrolled, of whom about 16% (approximately 86 students) are Limited English Proficient. Many students come from homes where their parents do not speak English and are therefore unable to provide English language experiences that enhance classroom instruction and further second language development. Home languages of our students include Spanish, Haitian Creole, French, Arabic and Fulani. In addition, many of our parents are new immigrants and cannot provide the cultural experiences we would like to offer our LEP students.
3. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

P.S. 375 will provide all parent notices in five languages – French, Haitian Creole, Arabic, English and Spanish.

An analysis of school data, which includes parent workshop attendance sign-in sheets, surveys and conversations with parents reveal that there is a need for translation services for parents during parent-teacher conferences, written communication sent home to parents and at workshops.

#### **Part B: Strategies and Activities**

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

During the school day program, P.S. 375 offers an intensive ESL push-in/pull-out program model for kindergarten through 4<sup>th</sup> grade in addition to a self-contained 5<sup>th</sup> grade ESL class. Our ELL student population is continually growing due to a number of young immigrant families in the neighborhood. As a result, we must offer more services to address the needs of our students.

P.S. 375's student population is being transformed by a steady increase in the number of LEP/ELLs. The funding for Translation and Interpretation will help tremendously in improving quality service to our parents and their children. On-going parental assessments will be monitored through the utilization of surveys, interviews, receipt of parent correspondence regularly in other languages and observations of our parents and students. Our findings reveal that it is necessary to provide workshops and all other correspondence with our parents.

We plan to provide a high quality translation and interpretation service. The following is an outline of our program which will be implemented with the translation and interpretation funding:

- Translations will be provided in all written communications to parents.
- Written notification and Handouts at Parent Orientation, Workshops and all other meetings
- Talksystem will be used to provide oral interpretation services.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Based on our ongoing assessment of the language needs of our parents findings reveal that it is necessary to provide oral translations to our parents during the registration process, parent orientations, parent-teacher conferences, workshops and all other correspondence with our parents. The following is an outline of our program which will be implemented with the translation and interpretation funding. Oral translation will be provided

- The registration process
- Open School parent-teacher conferences
- Parent orientation, workshops and all other meetings
- In-house interpreters will also be provided for oral interpretation services

P.S. 375 will provide oral interpretation services using our in-house interpreters. At the beginning of the academic school year, a survey is done to identify staff members who are able to speak other languages. The languages that are translated in-house are: French, Haitian Creole, Spanish, Arabic and Fulani. These languages form the bulk of our student population who are English Language Learners. In terms of oral and written translation, in-house capabilities are utilized, based on the earlier survey. This includes our Parent Coordinator who translates for parents who speak all of the user languages except Spanish. Finally, we also utilize the Regional Translation Center for written translation services.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

P.S. 375 will provide oral interpretation services using our in-house interpreters. At the beginning of the academic school year, a survey is done to identify staff members who are able to speak other languages. The languages that are translated in-house are: French, Haitian Creole, Spanish, Arabic and Fulani. These languages form the bulk of our student population who are English Language Learners. In terms of oral and written translation, in-house capabilities are utilized, based on the earlier survey. This includes our Parent Coordinator who translates for parents who speak all of the user languages except Spanish. Finally, we also utilize the Regional Translation Center for written translation services.

The following is an outline of our program which will be implemented with the translation and interpretation funding:

- Translations will be provided during the registration process
- Open School parent-teacher conferences
- Parent orientation, workshops and all other meetings
- In-house interpreters will be provided for oral interpretation services

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$586,375		\$ 586,375
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,267		\$5,267
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$1,836	\$ 1,836
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$585		\$ 585
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):			
6. Enter the anticipated 10% set-aside for Professional Development:	\$15,752		\$ 15,752
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):			

8. Enter the percentage of Highly-Qualified Teachers teaching in core academic subjects during the 2010-2011 school year: \_\_\_\_ 99%

9. If the percentage of high quality teachers during 2010-2011 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Our school is assisting teachers in their efforts to become fully certified as high-quality teachers by encouraging them to enroll and benefit from the offers made by participating in the Intensive Teachers' Institute such as loan-forgiveness, and teacher reimbursement. Additionally, the school assists teachers in meeting their mentoring requirements with the State Education Department.

## **Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

### **1. School Parental Involvement Policy – Attach a copy of the school's Parent Involvement Policy.**

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2010-11 Title I Parent Involvement Guidelines available on the NYCDOE website.

At Jackie Robinson we recognize that parents are clearly valuable human resources that must not be overlooked. Efforts to secure and maintain partnerships that will support children's learning must be made to enhance academic success. With this in mind, we are committed to:

1. Provide parent education to approximately 87 linguistically diverse families to ensure that they understand our school's programmatic choices and can make an informed educational decision about their child's placement.
2. Secure brochures, report cards, and educational materials in a variety of languages so that all parents can know and understand what is going on in their children's school. Whenever and wherever possible, we will arrange for translators at parent assemblies and meetings.
3. Special outreach efforts will be made to linguistically diverse parents on open school day and afternoon. Whenever possible, translators will be available so that these parents are not disenfranchised by the process.

4. An ELL parent conference will be held in the spring prior to the administration of standardized tests. These sessions will be dedicated to reviewing assessment schedules and providing parents with strategies and techniques to help their children excel on these examinations.

Parents of ELLs will be encouraged to support their child's English language development by using a variety of resources in the community, including the library's English language resources, the community center's recreational resources, and of course, the resources available through the school.

5. Finally, the principal will host a 'Parent of ELL's Breakfast' and will make sure that these parents know and understand what their children are expected to learn and be able to do. Translators will be on hand as well as the PTAs Executive Board to ensure that our parents of ELLs feel honored and welcomed into the school community.

## **2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.**

**Explanation:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2010-11 Title I Parent Involvement Guidelines available on the NYCDOE website.

## **Parent Compact Policy**

### ***Jackie Robinson will:***

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards by allowing teachers to assist with curriculum building which will be aligned with the New York State Standards. Related materials will be readily available to compliment each lesson. Professional development will be provided on and off site to promote clarify of subject area and topics. The teachers will be carefully selected and assigned to administer instruction in their various areas of expertise. Teachers of common grade levels may opt to switch classes to provide instruction in specific subjects. Teachers will also be encouraged to participate in inter-visitation and intra-visitations to enhance their professional growth.
2. Formal parent-teacher conferences will be held twice per year; one in October and the other in March. Informal parent conferences will be held on an ongoing basis. Parents, Teachers, administrators and other personnel can request conferencing sessions based on need.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports to parents after all formal and informal assessment. This will occur in various subject areas approximately 15 times for the school year.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents during their preps and before/after school if appointments are scheduled.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities in a non-disruptive manner at any time during the school day. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
6. Involve parents in the joint development of any school program plan, in an organized, ongoing, and timely way.
7. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible will be able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
8. Provide information to parents of participating students in an understandable and uniformed format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
9. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
10. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
11. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math and language arts.
12. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

#### Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance by frequently verifying that children are on-time and present.
- Making sure that homework is accurately completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

#### **Optional Additional Provisions**

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

**SIGNATURES:**

_____	_____	_____
<b>SCHOOL</b>	<b>PARENT(S)</b>	<b>STUDENT</b>
_____	_____	_____
<b>DATE</b>	<b>DATE</b>	<b>DATE</b>

**Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

**1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.**

P.S. 375’s comprehensive needs assessment based on the performance of children in relation to the state academic content and student academic achievement standards is derived through the utilization of varying forms of assessments and includes a review of the following measures and indicators:

- Student Portfolios – Grade K-5
- ECLAS-2, DIBELS (English Language Arts assessments)- Grades K through 2
- Periodic Assessments in ELA and Math
- Running Records (WRAP) –K-5
- Unit Assessments - Everyday Mathematics – Grades K-5
- School Based –Mathematics Assessments – Grades 1-5
- Kaplan Essential Skills Mathematics – Targeted Students Grades 2-5
- Teacher- developed Tests in English Language Arts, Mathematics, Science and Social Studies – Grades K – 5
- Writing Assessments – Grades K-5

- CAI – Computer Assisted Instruction in Reading and Mathematics-Grades K-5
- State Assessments in English Language Arts and Mathematics - Grades 3-5
- New York State Assessment in Science – Grade 4
- Teacher Assessment (Detailed individualized ongoing student assessment data)
- Principal/Teacher – Student Assessment Conferences
- Performance Assessment of School System Wide
- Title I Annual Analysis
- Annual School Report Card
- SQR – School Qualitative Review
- School Progress Report
- Individualized Learning Plan (ILP)

## 2. School-wide reform strategies that:

### a) Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement.

- The literature found in the Scott Foreman literacy program serves as an anchor for the teacher-developed curriculum maps in English Language Arts that are followed. These comprehensive plans assist teachers in engaging students in reading and writing activities throughout the school day.
- We have provided libraries that support the study of literary genres identified in core curriculum standards provided by the state.
- We have purchased some computers, iPads, printers and other technology for all grades in order to enhance classroom resources.
- P.S. 375 has a computer lab supported by a cluster technology teacher.
- We also have full time instructors in music and the visual arts.
- We have implemented an upper grade after school enrichment program for such subjects as art, computers etc.
- We enhance our education programs with enrichment activities such as trips to museums, aquariums, parks and gardens.
- Our children also participate in art contests and day and evening performances to enrich their academic experiences.
- P.S. 375 organizes small classes whenever feasible.
- An extensive academic intervention program in which students receive intervention services from both classroom teachers and other service providers.
- Hands-on instruction in mathematics and science in which students interact with tools of inquiry and other manipulatives.
- Data driven instruction is made possible as a result of teachers' analysis of data from aforementioned assessments.
- All instruction is research based and aligned with state standards
- Staff development is provided throughout the school year by the instructional coaches in addition to visiting personnel from the School Support Network and other contracted vendors with the Department of Education.
- Students in grades three through five have the opportunity to participate in academies on Saturday which allow them additional opportunities to master skills in all academic areas. More specifically, English Language Learners are given additional opportunities to acquire English language skills.

- Specifically selected students participate in a mandated Extended Day instructional program which serves to reinforce their skills in the areas of English Language Arts and Mathematics.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:**
- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
  - Help provide an enriched and accelerated curriculum.
  - Meet the educational needs of historically underserved populations.
  - Address the needs of all children in the school, but particularly the needs of those students who are at risk of not meeting the state academic content standards and are members of the target population of any program that is included in the School-wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation.
  - Are consistent with and are designed to implement State and local improvement, if any.

### **3. Instruction by highly qualified staff:**

A major component of P.S. 375's School-wide Program is to provide instruction by highly qualified teachers. 99.0% of teachers have been designated as highly qualified.

All of our teachers are observed on a regular basis by our administrative staff. Post observation conferences are held to assess teaching performance and provide additional guidance for the improvement of the teaching and learning process. Professional Development is provided to ensure that teachers are cognizant of effective and innovative teaching strategies.

### **4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School-wide Program to meet the state's student academic standards.**

P.S. 375 provides high quality Professional Development on an ongoing basis. Our administrators set the goals for our teaching staff and work with our staff developers to ensure that effective Professional Development remains an integral part of our program. Our administrators follow-up teachers' observations with individual conferences to focus on teachers' strengths and needs. They also provide Professional Development at grade-wide and school-wide conferences.

Our Assistant Principals provide staff development to:

- All teachers new to the school or new to the grade
- Improve the levels of teachers in need of skill enhancement
- Ensure that all students receive appropriate academic intervention services
- Implement grade wide standards in all area of curricula

P.S. 375 also provides professional development by educational consultants from the CFN as well as other entities such as the Lorraine Monroe Leadership Institute. In addition, teachers are granted opportunities to attend workshops offsite as well as visit other elementary schools which have demonstrated excellence in the implementation of the instructional program. Teachers have an opportunity to participate in professional development which may take the form of a conference or an observation of a modeled lesson. P.S. 375 provides additional staff development by our administrators, our instructional coaches, data specialist/school-based mentor and our TESOL teachers. This staff development is ongoing throughout the school year.

P.S. 375 has a Professional Development team, collaborative inquiry teams and a Data Specialist who works with teachers to enhance their understanding of the analysis of assessment data.

Our staff development plan is developed on a school-wide basis and is driven by students' needs. We have a literacy team, professional development team, a pupil personnel team, and collaborative inquiry teams. They meet regularly to coordinate professional development activities and to review instructional materials. Our staff developers work with individual teachers, model lessons in the classroom and provide instruction to small groups of teachers. We also participate in study groups, using professional literature from the National Reading Panel as well as other recognized luminaries in elementary education. Professional Development is provided during the school day and after school. The in depth breadth of our program ensures that assistance is available to all members of the teaching staff.

**5. Strategies to attract high-quality highly qualified teachers to high-need schools:**

Staff members are encouraged to recommend colleagues who meet this criterion to administration. Administrative staff members attend organized sessions which place them in contact with professionals who meet this criterion.

P.S. 375 uses varying strategies to attract highly qualified teachers. Our efforts, coupled with the A rating our school received in the 2008-2009 school year have enabled us to attract and maintain a highly qualified staff. All candidates for teaching jobs are interviewed at the school. They are given a tour of the facilities, visit individual classrooms, and are afforded the opportunity to speak with staff members. They are expected to perform demonstration lessons as well as extensively articulate why they would be an asset to the staff. The positive atmosphere in our orderly, well-maintained building is an inducement to join the staff. Prospective candidates are informed about the programs in the school and the support system in place for new teachers.

**6. Strategies to increase parental involvement such as family literacy services.**

We have articulated the strategies that we are using to support parents in our Parent Compact.

- Weekly school newsletters translated in different languages are disseminated to inform parents about curriculum, testing, special events and additional opportunities for their children to participate in programs targeted to certain populations.
- Written and oral translations in Spanish, Creole and Arabic
- Parent orientation meeting provided for parents of English Language Learners
- Use of the School Messenger Service to inform parents about academic opportunities for their children as well as special events.
- Regularly scheduled parent conferences.

- Active staff/parent involvement in the School Leadership Team.
- The establishment of a full-time position of parent coordinator designed to increase parent involvement.
- Family Reading Night / Fun continued for Grades K-5.
- Participation in culminating activities from instructional units such as cultural celebrations

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

Each fall, parents of children in kindergarten are invited to attend a kindergarten orientation session during which they meet the teachers. During the month of September, K through 2 students are assessed using ECLAS-2 and running records. These assessments are analyzed to provide differentiated instruction to meet all students' subgroups needs.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Professional development in several venues such as:

- a. Inquiry Teams
- b. Assessment binders to track students' performance progress
- c. Grade Level common Planning Preparation Periods.
- d. Articulation periods with AIS and ESL providers to allow for conferencing
- e. Staff Development in assessment programs in using available data such as diagnostic formative and summative assessments. i.e., Acuity Predictive and Instructionally-Targeted Assessments
- f. Setting objectively measurable goals for immediate and long range improvement.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

*In class, Tier I intervention is provided by teachers through;*

- Academic intervention, small group activities during the school day tailored to students' needs
- Grades K-3 *Foundations* for reading
- Supplemental Math materials in all grades
- Student participation in an Extended Day program, 37 ½ minutes a day; four days each week, organized in groups of 10 regular education and 5 IEP-driven students

*Out of classroom services are provided through;*

- K-5 Students receive academic services in small group settings in language arts and mathematics throughout the day.
- K-5 students receive small group push-in/pull-out services in Reading and or Math throughout the day
- 3- 5 students are provided small group instruction in Language Arts and Mathematics from 8:30 AM to 12:30 PM on Saturdays.
- Grades 3-5 ELL students are provided small group instruction during extended day Monday-Thursday and Saturday mornings.

Students' needs are determined by school wide or grade wide assessments, unit tests, related appropriate math assessments, chapter tests, teachers' conferences, and running records. During the school year, students receive on going assessment to monitor progress and meet the student's specific needs.

*Among the programs used for Academic intervention are:*

- NY Ready Math
- NY Ready ELA
- Treasures
- Reading Triumphs
- Voyager Passport
- Coach Reading ( NY State Empire Edition)

**10.** Coordination and integration of federal, state, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

At P.S.375, federal, state and local resources are utilized to provide services and programs as outlined in its Comprehensive Education Plan. These school's programs are data driven and are based on the students' performance on varied assessments. School wide Curriculum planning and funding from all sources are addressed and used to meet these needs.

State and federal grants provided to P.S. 375 allow for the provision of supplemental services to enhance our basic program and for student needs. Students are given additional opportunities to sharpen their academic skills through their participation in Saturday academies. Curricula for these programs are designed to address the differentiated needs identified through analyzing the data garnered from the regular assessments in which the students participate. Local funds provide basic support to classroom, administration, and support service. Federal and state grants allow us to provide Professional Development to our teachers and to purchase supplemental instructional supplies to support our program.

P.S. 375's planning team meets on a regular basis to review our school's programs and to assess the effectiveness of our instructional plan.

P.S. 375 funding resources are based on funding provided through the following sources:

- Tax Levy Fair Student Funding
- Tax Levy Fair Student Funding Incremental
- Tax Levy Children's First Funding
- Title II – Part A
- Title I SWP

- Contract for Excellence Funding
- Title III Funding

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

For answers to questions 1-8 please refer to Part B. Appendix 4.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

*This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.*

**NCLB/SED Status:** Year 2 Corrective Action Focused    **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

Teachers were given some Professional Development on Differentiated Instruction to address the individual learning styles.

- Teacher use of data was used to address next steps to move students’ achievement. Effective use of the balanced literacy programs is incorporated in instruction and models classrooms with best practices to enhance teachers’ professional development.
- Our Students with disabilities performance did not meet our targeted goal in ELA
- Parental Involvement was not at intended level of participation.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

We will continue to reinforce the Balanced Literacy Program (Workshop Model) that addresses our student population needs.

- The program will be consistent throughout the grades and address the needs of all the school population’s subgroups.
- Teachers will be attending Professional Development on Differentiated Instruction
- Continued Professional Development has been planned to address teachers’ need in Differentiated Instruction, use of data and working with small groups.
- Inquiry team will be formed at each grade level to target at risk student and also move the entire population.
- Grade meetings will be used for teachers’ patterns and trends in student data and to discuss next steps.

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School Under Registration Review (SURR)

**Part B: For Title I Schools Identified for Improvement**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

Fill out

At the first meeting of the PTA an explanation will be provided about the Title 1 process, our school's status and plans for the school year. Funding, staffing, programs and materials to be utilized will be included. In an effort to address the areas of concern identified in the accountability report, 10% percent of the Title I funds will be used to provide high quality professional development.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Fill out

Part of the school strategy of providing high quality professional development, P.S. 375 staff members are to participate in a series of professional development programs aimed at strengthening the teachers' delivery of instruction. This will be done through lunch and learn, study groups, After-School sessions and common preps.

High quality PD will be provided in the following areas:

- Integrating Technology and media in the classroom (Smart boards, podcasts, webpage development, blogging, etc.)
  - The implementation of Inquiry Teams to facilitate the identification and targeting of different subgroups.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Parents will be notified about the school's identification for school improvement in the following ways:

- Parent Teacher Association meeting (with translators)
- Parent Coordinator / Letters (Backpack)
- School Newsletters in English and Spanish, Haitian Creole, French, Arabic
- Parent workshops in English and Spanish.

School Messenger (Online)

Website (Automatic Notification)

LED / LCD Board (Outside and Inside the School)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM  
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

*All schools must complete this appendix.*

**Background**

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

**Directions:** All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

***1A. English Language Arts***

**Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of

the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### **ELA Alignment Issues:**

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.
- **English Language Learners**

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To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

**Please respond to the following questions for Key Finding 1A:**

**1A.1: Describe the process your school engaged in, during the 2009-10 school year, to assess whether this finding is relevant to your school's educational program.**

A school-based committee was formed to assess whether finding 1A was relevant to our school's ELA instruction. The committee met on several occasions to review the data collected from learning walks during the 2009-2010 school year. The committee was comprised of the principal, the assistant principal, the literacy Coach, the Data Specialist, Professional Development Team, and a member of the inquiry team. At each meeting we looked at the breakdown of what was observed in the majority of classrooms that were visited during their instructional literacy block. We assessed the skills taught through the Workshop Model and compared them to grade wide state standards.

In Grades K-2, the literacy block is comprised of daily routines (independent reading), the mini-lesson which consists of the Connection (past skills/strategies), *Teach* (Teaching Point=teacher model), *Active Engagement* (students practice the Teaching Point with turn & talk), and *Link* (applying skill(s) to present and future reading habits). Afterwards, the students independently read 15 – 30 minutes (depending upon the grade) while the teacher pulls groups for conferences/assessments; partnerships are formed to share & discuss what they have read independently. The Writing Workshop is parallel to the Reading Workshop and its components: *Connection*, *Teach*, *Active Engagement*, and *Link* concluding monthly with publishing celebrations

In Grades 3-5, the literacy block mirrors the primary grades except that they are engaged for 100 minutes. Technology is incorporated when it enhances the content being taught or for remedial use.

Grade Team Leaders provide additional professional development and demonstrate best practices. Based upon Units of Study, curriculum maps are updated yearly. Multi-genre libraries are available in each classroom. Differentiated instruction is enhanced by providing supplementary materials for all extended day programs.

Our ELL students participate in the Reading and Writing Workshop Model as well. Our ELL Teachers work closely with General Education Teachers of ELL's to ensure modification and adaptations are in place to meet the needs of ELL's and to ensure continuity of Language Arts Instruction.

Our findings indicate that the Reading/Writing Workshop Model is aligned to state standards, and its implementation in our school has led to significant progress in achievement levels for students in grades K through 5. Periodic Assessments have demonstrated gains in student comprehension skills. These findings are shared with staff members, SLT members, and at Parents Teachers Association meeting.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Over the past three years, Standardized scores in English Language Arts have shown some improvement although quite a few of our 4<sup>th</sup> graders' scores have regressed. Most of our students' subgroups have made AYP with the exception of our ELL population. The NYSESLAT Assessments however indicate continuous progress being achieved by English Language Learners.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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## **1B. Mathematics**

### **Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

### **Specific Math Alignment Issues:**

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.

- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2009-2010 school year, to assess whether this finding is relevant to your school's educational program.

P.S. 375 use Everyday Math, K – 5 for math instruction. Although our school has met AYP, our scores have declined significantly. . However, we need to look more closely at our level 3 and 4 students who as a group had an average change in proficiency.

In order to assess whether our school's curriculum is aligned to the NYS process strands, and has the depth required by the state's standards, we will form an inquiry group comprised of administrators, math coaches, and specialty math teachers and classroom teachers. The inquiry group will conduct informal observations of classroom teachers during math instruction. During these observations, we will look for evidence that children are engaged in:

- Problem Solving
- Reasoning
- Communication of Ideas
- Making Connections Between Mathematical Ideas and Application to Real-Life
- Representation of Concepts to Organize, Record and Communicate

The testing grades inquiry group will also analyze our math pacing calendar (revised in 2005) to determine whether our curriculum is aligned with the 2009 revised New York State Math Curriculum. Our primary grades inquiry group will study the *Everyday Mathematics* program to determine whether it is aligned to New York State Standards and prepares our students with the depth of understanding needed to master skills and concepts in grades three and beyond.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

We have just begun our inquiry study on our mathematics instruction, but our initial belief is that although our math instruction is strong in content, we can improve our curriculum with regard to the teaching of the process skills. From the observations of our administrators, this finding is **APPLICABLE** to our school.

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

An informal observation(s) of classroom math instruction by administration has shown that students have difficulty retaining mathematical knowledge of the year's curriculum without re-teaching concepts and skills at interim periods. Analysis of the Item Analysis

of the New York State Math Assessments identified patterns across the testing grades regarding process skills that have not been mastered. Many children struggle with problem solving, especially using various types of reasoning to come to an appropriate solution. We must encourage our students to investigate their own mathematical solution in our classroom activities, and come to their own conclusions about mathematical properties and laws. Despite the emphasis on mathematical investigations in our curriculum, many of our teachers spend too much time on direct instruction. Although all our classrooms are equipped with manipulative, they can be better utilized by our classroom teachers and students.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We are addressing this finding by creating horizontal and vertical inquiry groups, who will study our pacing calendar, its implementation in our classrooms, and our curriculum's alignment to the 2010 the Common Core Standards. The inquiry groups will work with their targeted students using a change strategy to better teach the process strands. If the change strategy is successful, measured by formal and informal assessments, administration can apply it for a system-wide change. We will also target our students who did not make a year's progress on last year's standardized tests by providing enrichment through our Early Morning Program. Process skills, especially problem solving will be emphasized during this time. PS 375 will use additional resources and support.

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## **KEY FINDING 2: INSTRUCTION**

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

### ***2A – ELA Instruction***

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2009-2010 school year, to assess whether this finding is relevant to your school's educational program.

The Principal and Assistant Principals have conducted formal and informal observations. Both literacy and math coaches together with administration have carried out walkthroughs to determine if finding is relevant to our school.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Classroom visitations reveal that direct instruction was the main strategy used during ELA instruction in grades 3 through 5. There is evidence in grades three through five of using accountable-talk, flexible grouping, conferencing and project based learning. The use of differentiated instruction and the integration of technology are present in some classes but not consistent throughout the grades.

Classroom visitations for grades Kindergarten through second reveal that teachers were implementing a writer's workshop that promotes independence, individual conferences and flexible small group work. There is a mini lesson at the beginning of writing workshop where the teachers demonstrates a strategy. Then children work independently as the teacher works with students individually and small group.

During 2009-2010 Classroom visitations for grades second and third, there was evidence of the reading workshop implementation. The teacher taught a whole group during a mini lesson to demonstrate a strategy. Then the children are reading independently in books that are on their level. Teachers differentiate instruction and work with student on one to one conferences and small group strategy lessons.

Interactive read aloud highlights whole class conversations and show children how to respond to texts. As the books are read aloud teachers highlight reading skills like inferring, envisioning, acting like the character(s) and putting together the story. Teachers are modeling the thinking that students will independently exhibit during reading workshop.

During the 2010-2011 school years we are implementing the Workshop Model with grades K-5 to model demonstration lesson for all components of a balanced literacy program. The Literacy Coach will facilitate study groups to provide professional development for the reading and writing workshop.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Our school has adapted a school-wide plan that will provide ongoing professional development in differentiated instruction and the use of technology during balanced literacy instruction for the 2010-2011 school year. Teachers will make interclass and inter-school visitations to observe the effective use of differentiated instruction during reading and writing workshop. The literacy coach will work with all teachers to implement all components of reading and writing workshop. The literacy coach will receive ongoing professional development to improve formative assessment when they are conferring with students. They will also work with teachers to further their knowledge when they are demonstrating mini lessons, assessing student conversations during accountable- talk to improve questioning techniques.

We will also analyze the results of running records to determine the level of text difficulty. We will then conduct guided reading lessons in order for struggling students to become proficient readers.

Teachers and students will use technology to enhance and enrich lessons mini lessons. They will also utilize technology for shared reading, interactive writing and instruction during word work.

The early childhood and upper grade Literacy coach will work with new and experienced teachers in the effective use of instructional strategies that expand student participation and engagement in the learning process. School administration will make extensive use of DOE workshops and will work directly with Network leaders and specialists in enhancing ELA instruction. Teachers are receiving ongoing training in analyzing ELA formative assessments and in planning. Instructional goals are targeted for the needs of all learners. To enhance and enrich lessons and support individualized and small group instruction, the use of teacher and student technology will be implemented.

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**2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM<sup>3</sup>) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2010-11 school year, to assess whether this finding is relevant to your school's educational program.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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### **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2009-10 school year, to assess whether this finding is relevant to your school's educational program.

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To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

The administration consistently tracks P.S. 375's teacher turnover rate and inventories the reasons for teacher transfers  
Data supports the conclusion that P.S. 375 does have very little turnover rate.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The following data supports our conclusion:

- 99 % of our teachers are fully licensed and permanently assigned to P.S. 375.
- Staff developers, inquiry team members, professional development team members are available to provide addition support to the teaching staff.
- Teachers confer often and work collegially to meet student need.
- Professional development is provided to all teachers.
- Administration closely observes staff members to monitor areas in need of improvement.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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#### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2009-10 school year, to assess whether this finding is relevant to your school's educational program.

P.S. 375 set up a committee including the Principal, Assistant Principals, TESOL teachers, and PD team to discuss professional development opportunities for teachers of English Language Learners. The committee found the following:

Professional development offered by the district had been taught in previous years.

Professional development sites have not been easily accessible.

The ESL teachers receive professional development at the school level from the math coach to align ELL instruction with the schools curriculum.

The ESL teachers provide ongoing professional development to all general education teachers of English Language Learners.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

This finding does not directly impact on our school's educational program for the following reasons:

Our teachers access research about practices that increase their effectiveness with second language learners.

We have effective teachers on ELL's who base their curriculum design planning on sound pedagogical principles and practices.

Our teachers refine their knowledge of linguistic and cultural factors that promote language acquisition.

Teachers meet the needs of ELL's by incorporating multicultural literature to meet the needs of ELL's.

Teachers select appropriate methods of introduction to enhance second language acquisition.

ELL students show considerable gains on NYSESLAT and other student achievement tests.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Although the finding is applicable our school will not need additional support from central to address this issue. Our ESL teachers effectively provide general education teachers with professional development in strategies needed to teach English Language Learners. ESL teachers receive professional development at the school level which allows them to align their program with the schools academic curricula.

P.S. 375 will look for opportunities for ESL teachers to receive additional professional development from off site programs.

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Research materials relating to the teaching of English Language Learners will be purchased for ESL staff and general education teachers of ELL students.

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#### **KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2009-10 school year, to assess whether this finding is relevant to your school's educational program.

A committee was formed including the Principal, Assistant Principal, ESL teachers and general education teachers of English Language Learners. The committee determined the following:

- P.S. 375 closely monitors the academic progress and English Language development of all ELL students using a variety of assessments.
- NYSESLAT and LABR scores are provided to all teachers instructing ELL's in a timely manner.
- Data is disaggregated in all categories before it is disseminated to classroom teachers.
- ESL staff work closely with general education teachers to analyze student data and to design individualized instruction to meet the needs of English Language Learners.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Teachers were surveyed. The results confirmed the findings of our committee:

- NYSESLAT scores were received in early September
- LABR scores are disseminated as soon as they are posted
- ESL staff meets with general education teachers to help with the analysis of data and to create appropriate instructional models for each student.
- Observations and teachers lesson plans reflect the implementation of differentiated instruction based on student need.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

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### **KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2009-10 school year, to assess whether this finding is relevant to your school's educational program.

A Committee consisting of the Principal, Assistant Principal, IEP teacher and Professional Development Team met to review school practices in providing professional development in special education instructional approaches to all teaching staff. The committee results indicated that:

- The Principal and Assistant Principal have strong backgrounds in special education and provide professional development on an ongoing basis.
- The Principal disseminates articles, which provide teachers with practical guidelines covering a variety of topics.
- The IEP teacher works closely with all teachers of special needs children to help design an appropriate educational program
- Classroom teachers receive professional development on current and or new instructional methods regarding multi-modality approaches that monitor students' progress.
- Teachers plan and deliver specially designed instruction, which consists of adaptations or modifications to the general education curriculum, instructional environments, methods or materials for exceptional students.
- Teachers have a repertoire of developmentally appropriate, research-based learning strategies that are known to be successful in working with children from variety of abilities.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Each general educational teacher (including clusters) of a student receiving special education services has a copy of the student's IEP. Teachers confer with administrators or the IEP teacher on a regular basis to discuss possible accommodations and modifications or behavioral supports needed by individual students.

P.S. 375's success in the mainstreaming and decertification of students is another indication of the efficacy of our program:

- P.S. 375's classification of 100% compliance of the 408 Special Education mandate confirms our finding that our teachers understand and are able to implement the range and types of instructional approaches necessary to increase access to the general education curriculum.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

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### **KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)**

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2010-11 school year, to assess whether this finding is relevant to your school's educational program.

A committee consisting of the Principal, Assistant Principal, Special Education Coordinator, and teachers of Special needs students met to review school practice regarding IEPs for students with disabilities.

The committee findings indicated:

- Teachers of students that receive Special Education Services have copies of their students IEPs in place.
- Teachers are provided support services by the Principal, and School Base Support Team
- School Base Support Team confers with classroom teachers to ensure that accommodations are in place for daily instruction and classroom tests.
- Classrooms are supplied with a plethora of materials at varying levels to facilitate differentiated instruction geared to students IEPs.

- A Behavioral Intervention plan is provided for all students in need of intervention.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The following evidence indicates that the only Key Findings 7 that is applicable to our school is "the lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content area which these students are assessed on grade level tests".

All other findings are not applicable.

Observations and lesson plans reflect the fact that accommodations and/or modifications are taking place in the classroom environment.

All teachers of students with behavioral issues are given detailed behavioral plans.

Our general educators bring expertise in content specializations whereas our special education teacher bring assessment and adaptation specializations. Both bring training and experience in teaching techniques and learning practice.

Our school performance review noted a compliance rate of above 90% in regard to Special Education.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We do not require additional support from central.

Our teachers monitor each student's goals and objectives to ensure proper alliance between goals, objectives, modified promotional criteria and the content that is being assessed on grade level state tests.

Special needs students are graded by the same yardsticks as general education students in state exams, regardless of their IEP mandated modification. This issue grading policy needs to be addressed on a state wide level.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2010-11**

*This appendix will not be required for 2010-11.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

## **APPENDIX 6: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

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

As included in your 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). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

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

25 have been currently identified

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

Current services are: Ongoing counseling, crisis intervention counseling, help connecting with other agencies such as assistance getting glasses, finding outside recreation programs, help locating outside therapy agencies, help with alternative tutoring services.

We also provide presents (books, clothes, toys) for the holiday season.

We also subsidize school trips and programs when needed.

We buy students' uniforms for individual living in temporary housing when necessary.

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

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 375 Jackie-Robinson School					
<b>District:</b>	17	<b>DBN:</b>	17K375	<b>School</b>		331700010375

**DEMOGRAPHICS**

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	35	34	36		91.3	92.3	92.9
Kindergarten	86	76	75				
Grade 1	83	78	66	<b>Student Stability - % of Enrollment:</b>			
Grade 2	73	84	81	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	89	68	82		84.5	85.4	85.8
Grade 4	92	108	94				
Grade 5	104	95	107	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		91.4	87.3	88.1
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		17	26	39
Grade 12	0	0	0				
Ungraded	1	11	10	<b>Recent Immigrants - Total Number:</b>			
Total	563	554	551	(As of October 31)	2007-08	2008-09	2009-10
					19	17	25

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	38	32	41	Principal Suspensions	3	6	10
# in Collaborative Team Teaching (CTT) Classes	12	18	19	Superintendent Suspensions	6	4	6
Number all others	13	16	12				

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

<b>Number of Staff - Includes all full-time staff:</b>				<b>Number of Staff - Includes all full-time staff:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# receiving ESL services only	90	99	TBD	Number of Teachers	44	47	48
# ELLs with IEPs	4	7	TBD	Number of Administrators and Other Professionals	11	12	8
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	5	5	13

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	97.7	100.0	100.0
				% more than 2 years teaching in this school	50.0	59.6	81.3
				% more than 5 years teaching anywhere	40.9	53.2	64.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	82.0	79.0	87.5
American Indian or Alaska Native	0.5	0.2	0.2	% core classes taught by "highly qualified" teachers	93.6	84.6	100.0
Black or African American	80.8	81.8	80.4				
Hispanic or Latino	16.2	16.4	15.8				
Asian or Native Hawaiian/Other Pacific	0.4	0.4	1.5				
White	2.1	1.3	2.2				
<b>Male</b>	51.7	50.7	50.6				
<b>Female</b>	48.3	49.3	49.4				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good			Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year				v	
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native	-	-				
Black or African American	v	v				
Hispanic or Latino	v	v	-			
Asian or Native Hawaiian/Other Pacific Islander	-	-				
White	-	-	-			
Multiracial						
Students with Disabilities	vsh	v	-			
Limited English Proficient	v	v	-			
Economically Disadvantaged	v	v				
<b>Student groups making</b>	<b>6</b>	<b>6</b>	<b>1</b>			

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>				
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>				NR
<b>Overall Score:</b>	44.5	<b>Quality Statement Scores:</b>				
<b>Category Scores:</b>		Quality Statement 1: Gather Data				
School Environment:	9.8	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	5	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	26.7					
<i>(Comprises 60% of the</i>						
Additional Credit:	3					

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**School DBN: 17K375**

*All Title I SWP schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$526,738	\$70,032.00	\$596,770
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,267	\$7,003	\$12,270
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$26,336	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$52,673	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
    99%

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

## **Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

***Explanation – School Parental Involvement Policy:*** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

***Explanation – School-Parent Compact:*** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school

and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

**Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
  
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

6. Strategies to increase parental involvement through means such as family literacy services.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
  
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
  
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	(✓)			\$526,738	(✓)	66,92,16-27
Title I, Part A (ARRA)	Federal	(✓)			\$70,032	(✓)	16-27
Title II, Part A	Federal	(✓)			\$104,564	(✓)	16-27

<sup>1</sup> **Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup> **Note:** The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **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 average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title III, Part A	Federal	(✓)			\$16,400	(✓)	54-56
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						