



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: JACKIE ROBINSON PUBLIC SCHOOL

DBN: 17K375

PRINCIPAL: DR. MARION WILSON EMAIL: MWILSON11@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. BUFFIE SIMMONS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Dr. Marion Wilson	*Principal or Designee	
Ms. Nomvuyo Hyman	*UFT Chapter Leader or Designee	
TBD	*PA/PTA President or Designated Co-President	
Ms. Sonia McLeod	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Ms. Helene Rose	Member/UFT Member	
Ms. Joy Gregg	Member/UFT Member	
Ms. Suzanne Pinder	Member/ PTA Treasurer	
Ms. Petal Davis	Member/ PTA Secretary	
Ms. Shelandra Reyes	Member/PTA	
Ms. Araya Bell-Santiago	Member/PTA Vice President	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By June 2012 there will be a 10% 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.

Comprehensive needs assessment

After analyzing ongoing trends of student performance data on state assessments for three years, it was determined that while student groups showed increases in performance on the English Language Arts assessment, English Language Arts still remains the main area of weakness, particularly among our large population of ELLs. Although our ELLs underperformed all the other subgroups, we noted challenges and difficulties in reading comprehension and writing skills throughout the grades. As a result, we have made progress for all of our students a priority goal for the school year.

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

- Student Portfolios – Grade 3-5
- Periodic Assessments in ELA a
- Teacher Performance using ARIS customized reports
- Teacher Professional Development Survey
- Running Records (WRAP) –3-5
- Teacher- developed Tests in English Language Arts – Grades 3 – 5
- Writing Assessments – Grades 3-5
- CAI – Computer Assisted Instruction in Reading Grades 3-5
- State Assessments in English Language Arts - 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 Quality Review
- School Progress Report Card

- Individualized Learning Plans (ILP)
- Monthly Progress Reports

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) Timeline for implementation.

Activity #1: Professional Development: PD will be given on the following topics: Differentiated Instruction -- to address the educational needs of those students who are at risk of not meeting the state academic content standards; Periodic Assessments -- to monitor and revise curriculum; use of rubrics with the language of the Common Core Learning Standards to provide specific feedback to students regarding their work; use of student data to drive instruction through planning and setting goals; Common Core Learning Standards – to develop a better awareness and understanding of the six Common Core Shifts in ELA/Literacy and its alignment to the curricular resources, classroom instruction and the new citywide instructional expectations; ESL Sensitivity and Awareness – to better serve the linguistic diverse population by using effective ESL strategies to strengthen content area instruction. Professional Development Team will meet with staff and have discussions with them about their input and outcomes of activities.

Target Population (s): Grades 3-5 students and students in the ELL and SWD subgroups; and at risk students.

Responsible Staff Members: Principal, Assistant Principals, Educational Consultants /Staff Developers (internal and external), ELA Coach and Data Specialist.

Implementation Timeline: September 2011 through June 2012

Activity #2: Ongoing Implementation /Use of Data: The use of data has provided coaches and instructional teacher teams with the information and strategies that are needed to improve our students. As a data driven school initiative, ongoing training will be provided so that teachers will continue to analyze the data conscientiously with the purpose of providing instructions according to students' needs. Activities will include creative and flexible groupings with initial goals and using effective differentiation to maximize students' growth. Responsible staff will have discussions to monitor students' progress on an ongoing basis to assess the effectiveness of the strategies used in the Balanced Literacy Program. The progress assessments will determine programmatic implications such that follow-up activities will be incorporated to ensure improved student outcomes. Given the variety of ways to meet a learning goal, addressing the needs of students with unique skills may help to reach the student where he or she is at, therefore differentiation or a particular lesson plan may be useful.

Target Population (s): Grades 3-5 students including students in the ELL and SWD subgroups; and at risk students.

Responsible Staff Members: Principal, Assistant Principals, Educational Consultants /Staff Developers (internal and external), ELA Coach and Data Specialist.

Implementation Timeline: September 2011 through June 2012

Activity #3: Further Development of Inquiry Team: The Inquiry Teams across grade levels will meet regularly, reflect on and share information about struggling students they have identified. Emphasis or focus will be placed on student outcomes using an inquiry approach to build capacity. They will use case studies and data to provide differentiated instruction and lesson planning. Teachers will be empowered to meet students at their own level, focus on their teaching methods and use creative ways to instruct them to maximize their learning. In addition, teams will use ARIS to access student data and have discussions about its implications.

The testing grades inquiry team will also analyze our pacing calendar to ensure it is aligned with the New York State Curriculum.

Target Population (s): Grades 3-5 students including students in the ELL and SWD subgroups; and at risk students.

Responsible Staff Members: Principal, Assistant Principals, Coaches, Data Specialist

Implementation Timeline: September 2011 through June 2012

Steps for including teachers in the decision-making process

- Teachers will meet both with their respective Grade Teams and across grades (Grades 3-5), to analyze a variety of student data, share best practices, and common plan.
- Staff determined that a 5% increase in student performance would be the interim benchmark used by Inquiry teams to measure the effectiveness of the strategies utilized to ensure that students' areas of weaknesses are address and that they are showing improvement in those areas; and whether there is need for additional support.
- Periodic Assessment Dates: November 2011, January 2012, and March 2012

Strategies to increase parental involvement

Strategies to increase parental involvement include but are not limited to:

- Weekly school messages 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; oral translation in Fulani.
- 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.
- Curriculum Night and regularly scheduled parent conferences.

- Active staff/parent involvement in the School Leadership Team.
- A full-time position of parent coordinator designed to increase parent involvement.
- Participation in culminating activities from instructional units such as cultural celebrations
- Outreach; Parent Newsletter (FAST, Families and School Together; for parents to share their views, stories)
- Parent Workshops and training (e.g. ARIS Parent Link, Curriculum; a Learning Leadership Program, How can I support my child for NYS testing)
- Family fun night events (e.g. pop-up booking making, crocheting, chorus, cooking with your child, Parent Poetry Night and Talent Show)
A parent resource brochure to be distributed
- The creation of an Alumni Association for former students, some of whom are parents
- Parents Book Club and Parents Movie Club

Strategies for attracting Highly Qualified Teachers (HQT)

- P.S. 375 use varying strategies to attract highly qualified teachers. Our efforts, coupled with the A rating our school received in the 2008-2009 and 2010-2011 school year, have enabled us to attract and retain a highly qualified staff. All candidates applying for teaching positions are interviewed extensively 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 effectively articulate why they would be an asset to the school community. The positive atmosphere created in our orderly, well-maintained building offers an invitation to join the staff. Prospective candidates are informed about the programs in the school and the support system in place for new teachers. Mentors are assigned to new teachers and additional support is provided for them under a New Teacher Committee.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- The school has established Saturday and Holiday academies for students to develop their identified areas of weakness.
- State and federal grants provided to P.S. 375, allow for the provision of supplemental services for ELA to enhance our Balanced Literacy program in support of students' needs.
- Curricula for these programs are designed to address the differentiated needs of students who have been identified, by analyzing the data gathered from the regular assessments. Local funds provide basic support to classroom, administration, and support service.
- Federal and state grants allow for the provision of Professional Development to teachers and to purchase supplemental instructional supplies to support our program.

Budget and resources alignment

As a Title I School we are allowed to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, in order to implement our action plan from September 2011-June 2012 as indicated below:

- Assistant Principal-Title I School-wide Program

- Inquiry Team -Tax Levy
- Data Specialist-Title I School-wide Program
- Professional instructional materials to support curriculum development during the regular school day
- Consumable instructional materials for use during extended day programs
- Per Session for Saturday Academy and Holiday Academy
- Children First Network
- Per Diem subs for Professional Development, Development Training Days-Title I SWP
- DOE Professional Development -Tax Levy

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- By June 2012, there will be a 10% 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, DIBELS-NEXT, and teacher generated assessments based on classroom performance.

Comprehensive needs assessment

After analyzing ongoing trends of student performance data on assessments for three years, it was determined that while student groups showed increases in performance on the English Language Arts assessment, English Language Arts still remains the main area of weakness, particularly among our large population of ELLs. Although our ELLs underperformed all the other subgroups, we noted challenges and difficulties in reading comprehension and writing skills throughout the grades. As a result, we have made progress for all of our students a priority goal for the school year.

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-2
- DIBELS NEXT (English Language Arts assessments)- Grades K through 2
- Teacher Performance using ARIS customized reports
- Teacher Professional Development Survey
- Running Records (WRAP) –K-2
- Teacher- developed Tests in English Language Arts, Science and Social Studies – Grades K –2
- Writing Assessments – Grades K-2
- CAI – Computer Assisted Instruction in Reading-Grades K-2
- 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 Quality Review
- School Progress Report Card
- Individualized Learning Plans (ILP)
- Monthly Progress Reports

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - f) staff and other resources used to implement these strategies/activities,
 - g) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - h) Timeline for implementation.

Activity #1: Professional Development: PD will be given on the following topics: Differentiated Instruction -- to address the educational needs of those students who are at risk of not meeting the state academic content standards; Periodic Assessments -- to monitor and revise curriculum; use of rubrics with the language of the Common Core Learning Standards to provide specific feedback to students regarding their work; use of student data to drive instruction through planning and setting goals; Common Core Learning Standards – to develop a better awareness and understanding of the six Common Core Shifts in ELA/Literacy and its alignment to the curricular resources, classroom instruction and the new citywide instructional expectations; ESL Sensitivity and Awareness – to better serve the linguistic diverse population by using effective ESL strategies to strengthen content area instruction. P.D. Team will meet with staff and have discussions with them about their input and outcomes of activities.

Target Population(s): Grades K-2 students including ELLs, SWDs and former ELLs who have not made acceptable gains.

Responsible Staff Members: Assistant Principals, Educational Consultants /Staff Developers (internal and external), ELA Coach and Data Specialist

Implementation Timeline: September 2011 through June 2012

Activity #2: Ongoing Implementation /Use of Data: The use of data has provided us with the information and strategies that is needed to improve our students. As a data driven school, we will continue to analyze the data conscientiously with the purpose of providing instructions according to students' needs. Activities will include groupings with initial goals for units and using differentiation. Classroom teacher will maintain student and class data in ELA to facilitate data analysis for differentiated instruction. Responsible staff will have regular discussions to monitor students' progress on an ongoing basis to assess the effectiveness of the strategies used in the Balanced Literacy Program.

Target Population(s): Grades K-2 including ELLs, SWDs and former ELLs who have not made acceptable gains

Responsible Staff Members: Assistant Principals, Educational Consultants /Staff Developers (internal and external) ELA Coach and Data Specialist

Implementation Timeline: September 2011 through June 2012

Activity #3: Further Development of Inquiry Team: The Inquiry Teams across grade levels will meet regularly, reflect on and share information about struggling students they have identified. Emphasis or focus will be placed on student outcomes using an inquiry approach to build capacity. They will use case studies and

data to provide differentiated instruction and lesson planning. Teachers will be empowered to meet students at their own level, focus on their teaching methods and use creative ways to instruct them to maximize their learning. In addition, teams will use ARIS to access student data and have discussions about its implications. The testing grades inquiry team will also analyze our Math pacing calendar to ensure it is aligned with the New York State Curriculum.

Target Population(s): Grades K-2 students including ELLs, SWDs and former ELLs who have not made acceptable gains

Responsible Staff Members: Assistant Principals, ELA Coach and Data Specialist

Implementation Timeline: September through June

Steps for including teachers in the decision-making process

- Teachers will meet both with their respective Grade Teams and across grades (Grades 3-5), to analyze a variety of student data, share best practices, and common plan.
- Staff determined that a 5% increase in student performance would be the interim benchmark used by Inquiry teams to measure the effectiveness of the strategies utilized to ensure that students' areas of weaknesses are address and that they are showing improvement in those areas; and whether there is need for additional support.
- Periodic Assessment Dates: November 2011, January 2012, and March 2012

Strategies to increase parental involvement

Strategies to increase parental involvement include but are not limited to:

- Weekly school messages 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; oral translation in Fulani.
- 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.
- A full-time position of parent coordinator designed to increase parent involvement.
- Participation in culminating activities from instructional units such as cultural celebrations
- Outreach; Parent Newsletter (FAST, Families and School Together; for parents to share their views, stories)
- Parent Workshops and training (e.g. ARIS Parent Link, Curriculum; a Learning Leadership Program, How can I support my child for NYS testing)
- Family fun night events (e.g. pop-up book making, crocheting, chorus, cooking with your child, Parent Poetry Night and Talent Show)
A parent resource brochure to be distributed
- The creation of an Alumni Association for former students
- Parent Book Club and Parent Movie Club

Strategies for attracting Highly Qualified Teachers (HQT)

- P.S. 375 use varying strategies to attract highly qualified teachers. Our efforts, coupled with the A rating our school received in the 2008-2009 and 2010-2011 school year, have enabled us to attract and retain a highly qualified staff. All candidates applying for teaching positions 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 effective demonstration lessons as well as articulate why they would be an asset to the school community. The positive atmosphere created in our orderly, well-maintained building offers an invitation to join the staff. Prospective candidates are informed about the programs in the school and the support system in place for new teachers. Mentors are assigned to new staff and additional support is provided for them under a New Teacher Committee.

Service and program coordination

- The school has established Saturday and Holiday academies for students to develop their identified areas of weakness.
- State and federal grants provided to P.S. 375, allow for the provision of supplemental services for ELA to enhance our Balanced Literacy program in support of students' needs.
- Curricula for these programs are designed to address the differentiated needs of students who have been identified, by analyzing the data gathered from the regular assessments. Local funds provide basic support to classroom, administration, and support service.
- Federal and state grants allow for the provision of Professional Development to teachers and to purchase supplemental instructional supplies to support our program.

Budget and resources alignment

As a Title I School we are allowed to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, in order to implement our action plan from September 2011-June 2012 as indicated below:

- Assistant Principal-Title I School-wide Program
- Inquiry Team -Tax Levy
- Data Specialist-Title I School-wide Program
- Professional instructional materials to support curriculum development during the regular school day
- Consumable instructional materials for use during extended day programs
- Per Session for Saturday Academy and Holiday Academy
- Children First Network
- Per Diem subs for Professional Development, Development Training Days-Title I SWP
- DOE Professional Development Tax Levy

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- By June 2012, there will be a 10% 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.

Comprehensive needs assessment

After analyzing ongoing trends of student performance data on state assessments for three years, it was determined that while student groups showed increases in performance on the Mathematics assessment, there still remains a need for improvement among all students, but particularly among our large population of ELLs. Although our ELLs underperformed all the other subgroups, we noted challenges and difficulties among students across the grades in retaining mathematical knowledge of the year's curriculum without re-teaching concepts and skills at interim periods. As a result, we have made progress for all of our students a priority goal for the school year.

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

- Student Portfolios – Grade 3-5
- Periodic Assessments in Math
- Teacher Performance using ARIS customized reports
- Teacher Professional Development Survey
- Unit Assessments - Everyday Mathematics – Grades 3-5
- School Based –Mathematics Assessments – Grades 3-5
- Teacher- developed Tests in Mathematics Grades 3 – 5
- CAI – Computer Assisted Instruction Mathematics-Grades 3-5
- State Assessments in Mathematics - Grades 3-5
- 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 Quality Review
- School Progress Report Card
- Individualized Learning Plans (ILP)
- Monthly Progress Reports

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- i) strategies/activities that encompass the needs of identified student subgroups,
- j) staff and other resources used to implement these strategies/activities,
- k) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- l) timeline for implementation.

Activity #1

Professional Development: PD will be given on the following topics:

Differentiated Instruction -- to address the educational needs of those students who are at risk of not meeting the state academic content standards;

Periodic Assessments -- to monitor and revise curriculum; use of rubrics with the language of the Common Core Learning Standards to provide specific feedback to students regarding their work; use of student data to drive instruction through planning and setting goals;

Common Core Learning Standards – to broaden our understanding of the six Common Core shifts in Mathematics and its alignment to the curricular materials, classroom instructions, assessment and the new citywide instructional expectation.

ESL Sensitivity and Awareness – to better serve the linguistic diverse population by using effective ESL strategies to strengthen content area instruction;

P.D. Team will meet with staff and have discussions with them about their input and outcomes of activities.

Math Coach in our school will facilitate the effective implementation of Everyday Mathematics program, provide professional support to teachers to improve the quality of their instruction and to plan differentiated standard-based lessons and activities that would promote student engagement and learning.

Target Population(s): Grades 3-5 students including ELLs, SWDs and former ELLs who have not made acceptable gains.

Responsible Staff Members: Assistant Principals, Educational Consultants /Staff Developers (internal and external), Math Coach and Data Specialist

Implementation Timeline: September 2011 through June 2012

Activity #2

Ongoing Implementation /Use of Data: The use of data has provided us with the information and strategies that is needed to improve our students. As a data driven school, we will continue to analyze the data conscientiously with the purpose of providing instructions according to students' needs. Activities will include groupings with initial goals and using differentiation. Responsible staff will have regular discussions to monitor students' progress on an ongoing basis to assess the effectiveness of the strategies used in the Mathematics program. Students will participate in their own self-assessment.

Target Population(s): Grades 3-5 students including ELLs, SWDs, former ELLs who have not made acceptable gains and at-risk students

Responsible Staff Members: Principal, Assistant Principals, Coaches, Data Specialist

Implementation Timeline: September 2011 through June 2012

Activity #3

Further Development of Inquiry Team: The Inquiry Teams across grade levels will meet regularly, reflect on and share information about struggling students they have identified. Emphasis or focus will be placed on student outcomes using an inquiry approach to build capacity. They will use case studies and data to provide differentiated instruction and lesson planning. Teachers will be empowered to meet students at their own level, focus on their teaching methods and use creative

ways to instruct them to maximize their learning. In addition, teams will use ARIS to access student data and have discussions about its implications. The testing grades inquiry team will also analyze our Math pacing calendar to ensure it is aligned with the New York State Curriculum.

Target Population(s): Grades 3-5 students including ELLs, SWDs, former ELLs who have not made acceptable gains and at-risk students

Responsible Staff Members: Principal, Assistant Principals, Math Coach and Data Specialist

Implementation Timeline: September 2011 through June 2012

Steps for including teachers in the decision-making process

- Teachers will meet both with their respective Grade Teams and across grades (Grades 3-5), to analyze a variety of student data, share best practices, and common plan.
- Staff determined that a 5% increase in student performance would be the interim benchmark used by Inquiry teams to measure the effectiveness of the strategies utilized to ensure that students' areas of weaknesses are address and that they are showing improvement in those areas; and whether there is need for additional support.
- Periodic Assessment Dates: November 2011, January 2012, and March 2012

Strategies to increase parental involvement

Strategies to increase parental involvement include but are not limited to:

- Weekly school messages 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; oral translation in Fulani.
- 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.
- A full-time position of parent coordinator designed to increase parent involvement.
- Participation in culminating activities from instructional units such as cultural celebrations
- Outreach; Parent Newsletter (FAST, Families and School Together; for parents to share their views, stories)
- Parent Workshops and training (e.g. ARIS Parent Link, Curriculum; a Learning Leadership Program, How can I support my child for NYS testing)
- Family fun night events (e.g. pop-up booking making, crocheting, chorus, cooking with your child, Parent Poetry Night and Talent Show)
- The school has created a parent resource brochure to distributed
- We are starting Alumni Association
- Parent Book Club and Parent Movie Club

Strategies for attracting Highly Qualified Teachers (HQT)

- P.S. 375 use varying strategies to attract highly qualified teachers. Our efforts, coupled with the A rating our school received in the 2008-2009 and 2009-2010 school year, have enabled us to attract and retain a highly qualified staff. All candidates applying for teaching positions 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 effectively articulate why they would be an asset to the school community. The positive atmosphere created in our orderly, well-maintained building offers an invitation to join the staff. Prospective candidates are informed about the programs in the school and the support system in place for new teachers. Mentors are assigned to new teachers and additional support is provided under a New Teacher Committee.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- The school has established Saturday and Holiday academies for students to develop their identified areas of weakness.
- State and federal grants provided to P.S. 375, allow for the provision of supplemental services for Mathematics to enhance our Mathematics program in support of students' needs.
- Curricula for these programs are designed to address the differentiated needs of students who have been identified, by analyzing the data gathered from the regular assessments. Local funds provide basic support to classroom, administration, and support service.
- Federal and state grants allow for the provision of Professional Development to teachers and to purchase supplemental instructional supplies to support our program.

Budget and resources alignment

As a Title I School we are allowed to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, in order to implement our action plan from September 2011-June 2012 as indicated below:

- Assistant Principal-Title I School-wide Program
- Inquiry Team -Tax Levy
- Data Specialist-Title I School-wide Program
- Professional instructional materials to support curriculum development during the regular school day
- Consumable instructional materials for use during extended day programs
- Per Session for Saturday Academy and Holiday Academy
- Children First Network
- Per Diem subs for Professional Development, Development Training Days-Title I SWP
- DOE Professional Development Tax Levy

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- By June 2012 there will be a 10% 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.

Comprehensive needs assessment

After analyzing ongoing trends of student performance data on a variety of assessments for three years, it was determined that while student groups showed increases in performance on the Mathematics assessment, there still remains a need for improvement particularly among our large population of ELLs. We also noted some challenges and difficulties in retaining mathematical knowledge of the year's curriculum without re-teaching concepts and skills at interim periods. As a result, we have made progress for all of our students a priority goal for the school year.

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

- Student Portfolios – Grade K-2
- Teacher Performance using ARIS customized reports
- Teacher Professional Development Survey
- Unit Assessments - Everyday Mathematics – Grades K-2
- School Based –Mathematics Assessments – Grades K-2
- Kaplan Essential Skills Mathematics – Targeted Students Grades 2
- Teacher- developed Tests in Mathematics – Grades K – 2
- CAI – Computer Assisted Instruction in Mathematics-Grades K-2
- 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 Quality Review
- School Progress Report Card
- Individualized Learning Plans (ILP)
- Monthly Progress Reports

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity #1

Professional Development: PD will be given on the following topics: Differentiated Instruction -- to address the educational needs of those students who are at risk of not meeting the state academic content standards; Periodic Assessments -- to monitor and revise curriculum; use of rubrics with the language of the Common Core Learning Standards to provide specific feedback to students regarding their work; use of student data to drive instruction through planning and setting goal; Common Core Learning Standards – to develop a better awareness and understanding of the six Common Core Shifts in Mathematics and its alignment to the curricular resources, classroom instruction and the new citywide instructional expectations; ESL Sensitivity and Awareness – to better serve the linguistic diverse population by using effective ESL strategies to strengthen content area instruction. P.D. Team will meet with staff and have discussions with them about their input and outcomes of activities.

Math Coach will offer professional support to teachers on a daily basis by pushing in and sharing best practices through quality instruction.

Target Population(s): Grades K-2 students including ELLs, SWDs and former ELLs who have not made acceptable gains

Responsible Staff Members: Assistant Principals, Educational Consultants /Staff Developers (internal and external), Math Coach and Data Specialist

Implementation Timeline: September 2011 through June 2012

Activity #2

Ongoing Implementation /Use of Data: The use of data has provided us with the information and strategies that is needed to improve our students. As a data driven school, we will continue to analyze the data conscientiously with the purpose of providing instructions according to students' needs. Activities will include groupings with initial goals and using differentiation. Responsible staff will have regular discussions to monitor students' progress on an ongoing basis to assess the effectiveness of the strategies used in the Mathematics Program.

Target Population(s): Grades K-2 students including ELLs, SWDs and former ELLs who have not made acceptable gains

Responsible Staff Members: Assistant Principals, Educational Consultants /Staff Developers (internal and external), Math Coach and Data Specialist

Implementation Timeline: September 2011 through June 2012

Activity #3

Further Development of Inquiry Team: The Inquiry Teams across grade levels will meet regularly, reflect on and share information about struggling students they have identified. Emphasis or focus will be placed on student outcomes using an inquiry approach to build capacity. They will use case studies and data to provide differentiated instruction and lesson planning. Teachers will be empowered to meet students at their own level, focus on their teaching methods and use creative ways to instruct them to maximize their learning. In addition, teams will use ARIS to access student data and have discussions about its implications.

The K-2 inquiry team will also analyze our Math pacing calendar to ensure it is aligned with the New York State Curriculum.

Target Population(s): Grades K-2 students including ELLs, SWDs and former ELLs not making acceptable gains

Responsible Staff Members: Principal, Assistant Principal, Math Coach and Data Specialist

Implementation Timeline: September 2011 through June 2012

Steps for including teachers in the decision-making process

- Teachers will meet both with their respective Grade Teams and across grades (Grades 3-5), to analyze a variety of student data, share best practices, and common plan.
- Staff determined that a 5% increase in student performance would be the interim benchmark used by Inquiry teams to measure the effectiveness of the strategies utilized to ensure that students' areas of weaknesses are address and that they are showing improvement in those areas; and whether there is need for additional support.
- Periodic Assessment Dates: November 2011, January 2012, and March 2012

Strategies to increase parental involvement

Strategies to increase parental involvement include but are not limited to:

- Weekly school messages 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; oral translation in Fulani.
- 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.
- A full-time position of parent coordinator designed to increase parent involvement.
- Participation in culminating activities from instructional units such as cultural celebrations
- Outreach; Parent Newsletter (FAST, Families and School Together; for parents to share their views, stories)
- Parent Workshops and training (e.g. ARIS Parent Link, Curriculum; a Learning Leadership Program, How can I support my child for NYS testing)
- Family fun night events (e.g. pop-up booking making, crocheting, chorus, cooking with your child, Parent Poetry Night and Talent Show)
- The school has created a parent resource brochure to distributed
- The creation of an Alumni Association for past students, some of whom are parents
- Parents Book Club and Parents Movie Club

Strategies for attracting Highly Qualified Teachers (HQT)

- P.S. 375 use varying strategies to attract highly qualified teachers. Our efforts, coupled with the A rating our school received in the 2008-2009

and 2010- 2011 school year, have enabled us to attract and retain a highly qualified staff. All candidates applying for teaching positions 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 effectively articulate why they would be an asset to the school community. The positive atmosphere created in our orderly, well-maintained building offers an invitation to join the staff. Prospective candidates are informed about the programs in the school and the support system in place for new teachers. Mentors are assigned to new teachers and additional support is provided under a New Teacher Committee.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- The school has established Saturday and Holiday academies for students to develop their identified areas of weakness.
- State and federal grants provided to P.S. 375, allow for the provision of supplemental services for ELA to enhance our Balanced Literacy program in support of students' needs.
- Curricula for these programs are designed to address the differentiated needs of students who have been identified, by analyzing the data gathered from the regular assessments. Local funds provide basic support to classroom, administration, and support service.
- Federal and state grants allow for the provision of Professional Development to teachers and to purchase supplemental instructional supplies to support our program.

Budget and resources alignment

As a Title I School we are allowed to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, in order to implement our action plan from

September 2011-June 2012 as indicated below:

- Assistant Principal-Title I School-wide Program
- Inquiry Team -Tax Levy
- Data Specialist-Title I School-wide Program
- Professional instructional materials to support curriculum development during the regular school day
- Consumable instructional materials for use during extended day programs
- Per Session for Saturday Academy and Holiday Academy
- Children First Network
- Per Diem subs for Professional Development, Development Training Days-Title I SWP
- DOE Professional Development Tax Levy

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	17	17	N/A	N/A	4	0	2	
1	24	24	N/A	N/A	5	0	3	
2	19	19	N/A	N/A	4	0	3	
3	29	26	N/A	N/A	5	1	3	
4	32	23	32	N/A	5	2	2	
5	37	23	N/A	N/A	5	0	3	
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p>There are several types of programs and strategies utilized during such as:</p> <ul style="list-style-type: none"> • Leap Frog/ Leap Track (K-2) • Voyager Passport • Reading Triumphs • Foundations • Appitivity • Success Maker • Crosswalk Coach • Progress Coach <p>The methods for delivery of these programs are, as follow:</p> <ul style="list-style-type: none"> • pull-out /push in, (during the day) • small group instruction (during the day/ evening) • Extended day service (before school) • one to one (during the day and afterschool)
Mathematics	<p>There are several types of programs and strategies utilized during such as:</p> <ul style="list-style-type: none"> • Leap Track • IXL • Math Steps • Crosswalk Coach • Progress Coach <p>The methods for delivery of these programs are, as follow:</p> <ul style="list-style-type: none"> • pull-out /push in, (during the day) • small group instruction (during the day/ evening)

	<ul style="list-style-type: none"> • Extended day service (before school) • one to one (during the day and afterschool)
Science	<p>The program that is used is FOSS Kits. The method used for implementing this program is small group during the day, and self-directed.</p> <p>NYC Harcourt Science</p>
Social Studies	<p>Social Studies is integrated in the content areas through use of the Scotts Foresman reading materials. Additional resources are Nettekker, Primary Sources Kit, and Classroom Atlas.</p>
At-risk Services provided by the Guidance Counselor	<p>One to one and group counseling and game therapy</p>
At-risk Services provided by the School Psychologist	<p>One on one counseling and group sessions</p>
At-risk Services provided by the Social Worker	<p>One on one counseling and group sessions</p>
At-risk Health-related Services	<p>One on one counseling and group sessions</p>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

The Jackie Robinson Public School 375 will:

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 as follows:

- In order to provide a high quality curriculum and instructional program, all educators need to make the commitment of becoming lifelong learners. Anthony Alvarado states, "How well the teachers are learning determines how well the students are learning." Our teachers will meet weekly with coaches and the administration for study groups to discuss professional texts. While working collaboratively, the teachers will learn new approaches to develop their teaching strategies and stay current with the new standards.

- Teachers on each grade level/subject area will follow a curriculum map which was developed by appropriately licensed classroom teachers, using State Standards as a guide.
- Teachers will use assessments to plan instruction according to their students' needs. Our students will be instructed within their "zone of proximal development." Academic intervention will be provided to support the struggling students.
- The students will be given many resources to assist them in their educational journey; appropriate text books, classroom leveled libraries, access to laptop computers, etc.

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child's achievement; **Specifically, those conferences will be held: On November 16, 2011 and March 13, 2012**
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- Parents requesting to see a teacher either in writing or verbally. The teacher will notify the parent of a convenient time for the meeting. Under no circumstances can parents interrupt instruction to meet with the teacher.
- The Principal and Assistant Principals having an open door policy.
- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

Provide parents opportunities to participate in their child's class, and to observe classroom activities, as follows:

- Curriculum Conferences will be conducted by classroom teachers (Grades K through 5) during the month of September.
- After each unit of study in Writing, the parents will be invited to a Publishing Party (celebration in the classroom).
- During Open School Week (November), parents will be invited to participate in classroom activities such as Science Labs, Math lessons, and such.
- Staff will present pertinent curricula information to parents as follows: Instructional focus at monthly PTA meetings.

II. Parent/Guardian Responsibilities:

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

Supporting my child's learning by making education a priority in our home by:

- making sure my child is on time and prepared every day for school;
- monitoring attendance;
- talking with my child about his/her school activities every day;
- scheduling daily homework time;
- providing an environment conducive for study;
- making sure that homework is completed;
- monitoring the amount of television my children watch;
- Participating, as appropriate, in decisions relating to my children's education;
- Promoting positive use of my child's extracurricular time;
- Participating in school activities on a regular basis;
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate;
- Reading together with my child every day;
- Providing my child with a library card;
- Communicating positive values and character traits, such as Play Fairly, Act Responsibly, Work Together, Show Respect;
- Respecting the cultural differences of others;

- Helping my child accept consequences for negative behavior;
- Being aware of and following the rules and regulations of the school and district;
- Supporting the school discipline policy;
- Expressing high expectations and offering praise and encouragement or achievement

III. Student Responsibilities:

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

- Come to school ready to do our best and be the best;
- Come to school with all the necessary tools of learning-pens, pencils, books, etc.
- Listen and follow directions;
- Participate in class discussions and activities;
- Be honest and respect the rights of others;
- Follow the school's/class' rules of conduct;
- Follow the school's dress code;
- Ask for help when we don't understand;
- Do our homework every day and ask for help when we need to;
- Study for tests and complete assignments;
- Read every day outside of school time;
- Read at home (with our parents, if appropriate);
- Get adequate rest every night;
- Use the library to get information and to find books that we enjoy reading;
- Give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 17K375 School Name: Jackie Robinson Elementary School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

We are identified as Corrective Action Year two Focus for the 2011-2012 school year. Our ELL students did not make AYP for the 2009 - 2010 school year. A majority of these students were recent immigrants who just met the cut off date making them eligible for taking the NYS ELA Exam. Several of these students acquired conversational English, however, they find reading comprehension and written activities to be challenging. Therefore, this resulted in the poor performance on the New York State Exam.

Based on the aggregated data collected for the ELLs, as a subgroup, as well as our overall student populations performance in ELA, we must place a major focus on developing our reading and writing skills for our overall student population. Currently 49% of our students in grades 3 – 5 have levels 3's and 4's. In order for us to make AYP for this school year we must have 60% of our students in grades 3 – 5 with levels 3's and 4's.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

The intervention that our school will be implementing to support improvement for our ELL students is as follows:

- We will continue to reinforce the Balanced Literacy Program (Workshop Model) that addresses our ELL student population needs.
- Teachers will be attending Professional Development on Differentiated Instruction and Common Core Learning Standards.
- Continued Professional Development has been planned to address teachers' need in Differentiated Instruction, use of data and working with small groups.
- Inquiry team has been formed at each grade level to target at-risk students ELL in an effort to ensure progress for the entire population.
- In Grade team meetings, teachers will explore and identify patterns and trends in student data and discuss next steps.
- We will increase the use of technology in our classroom to ensure that we address our ELLs learning styles.
- We will have Saturday and Holiday academies as a means of providing additional support.
- Small group and one to one tutoring are provided during the day and afterschool.

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

As part of the school strategy to provide high quality professional development, P.S. 375 staff members will participate in a series of professional development programs aimed at strengthening the teachers' delivery of instruction. This will be done in the form of conferences, workshops, study groups, and after-school PDs.

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.
- Implementing Common Core Learning Standards.

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

The Mentoring Program at JRS is based on standards set by the Division of Academics, Performance and Support via the NYCDOE. The Principal matches new teachers with experienced teachers in the building. Mentor teachers receive 12 hours of training through the NYCDOE. During the course of the school year the mentor teacher will observe, model, co-teach, and meet with the new teacher. Mentors and new teachers should be speaking, or "checking-in" with one another on a daily basis. These interactions must be logged on the Mentoring Tracking System. One primary goal for the year is to guide new teachers in developing their professional portfolio of teaching.

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)/Mailed home
- School Newsletters translated in English and Spanish, Haitian Creole, French, Arabic or Appropriate language.
- Parent Accountability Letters Translated in appropriate languages.
- Parent workshops in English and Spanish.
- School Messenger.
- Website (Automatic Notification)
- LED / LCD Board (Outside and Inside the School)

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader C. Rello Anselmi/Lucile Lewis	District 17	Borough Brooklyn	School Number 375
School Name Jackie Robinson			

B. Language Allocation Policy Team Composition [?](#)

Principal Dr. Marion Wilson	Assistant Principal Mr. W. Mingo Mr K. Wilkinson
Coach Ms. S. Williams-Literacy	Coach Ms. Y. Roberts- Math
ESL Teacher Mr. A. Benmimoun	Guidance Counselor Mr. V. Matthew
Teacher/Subject Area Ms. J. Oxley/ESL	Parent Ms. S. Pinder
Teacher/Subject Area Ms. A. Thompson/CB	Parent Coordinator Ms. R. Graham
Related Service Provider Ms. B. Jackson	Other Ms. J. Gregg
Network Leader Lucile Lewis	Other Ms. N. Hyman

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1		

D. School Demographics

Total number of students in school	559	Total Number of ELLs	83	ELLs as share of total student population (%)	14.85%
------------------------------------	------------	----------------------	-----------	---	---------------

Part II: 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. 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 the first day with an informal interview which determines eligibility for LAB-R testing based on home language. Highly qualified ESL staff members which include Mr. Benmimoun and Ms. Oxley as well as other bilingual staff members are made available to assist parents in completing the survey in the students' native languages. After a careful review of all the HLIS, eligibility for testing is determined and parents are informed via an Entitlement Letter. Additionally LAB-R testing and placement take place within ten days of registration. Students who score at or below the LAB-R cut-off score are identified as ELLs and Spanish speaking students are given the Spanish Lab test as part of the assessment. A placement letter is also sent home in the child's native language notifying the parents of the child's LAB-R score and placement. Subsequently, parents are invited to an Orientation Meeting where brochures are disseminated in the students' native language to enrich understanding of each of the three available programs available namely, Bilingual Transitional, Dual Language, or Free-standing ESL model. At the Orientation Meeting, highlights of the CR Part 154 & Title III are shared with parents. After viewing the informational video clip available in nine languages, parents are assisted in filling out the Program Selection Form by choosing the model that best meets the needs of their child.

All students deemed eligible and placed in one of the models listed above are annually tested using the NYESLAT to track progress. 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. 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 utilizes a CD produced by the Department of Education describing the various ELL program models for English Language Learners in addition to encouraging parents to visit classrooms. After viewing the Parent Orientation CD/NYCDOE website, 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.

Jackie Robinson School (P.S. 375) currently offers a Freestanding ESL Program. Should parents prefer a different program, they are directed to the Parent Coordinator, Ms. R. Graham, 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 various languages to ensure school-community communication. During the school year, Public School 375 provides meetings for parents focused on instructional issues. These meetings include topics on assessments, standards, promotional policies, Title III supplemental services, and strategies to support their children's academic progress. Many members of our school community are bilingual and speak the languages of the community, which include English, French, Spanish, Haitian Creole and Arabic.

3. Entitlement letters are drafted and sent home with the students. Depending on the age-level of the students, letters may be stapled to their homework notebooks or given directly to the students 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 home language. A call to the home is placed after three days of non-response from parents. Every attempt to call the home in the dominant language will also be made. Students whose parents fail to return the requested documents will automatically be assigned to the default program. The Free Standing ESL Program is the only program currently in place at Public School 375. During parent-teacher conferences, the homeroom teachers will be notified of the students who are missing Parent Surveys and Selection Forms. These parents will be directed to the ESL teacher's classroom for completion of any missing documents.

4. Students who fail to score above the required raw score (as stipulated by 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 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 who require the services of two ESL teachers. We also maintain a log of parents' choices which reflect preferences for dual and/or transitional biligual programs, as a determinant for future planning.

6. The parents of students entitled to ESL services entering Public School 375 from other schools, in addition to the new admits, overwhelmingly favor the Freestanding ESL Program. The program models at PS 375 are therefore in alignment with parental choice as documented in the Parent Survey and Selection Forms.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	10	7	11	15	23	17								83
Total	10	7	11	15	23	17	0	0	0	0	0	0	0	83

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	83	Newcomers (ELLs receiving service 0-3 years)	66	Special Education	12
SIFE	5	ELLs receiving service 4-6 years	17	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									Total	
	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		
TBE											0
Dual Language											0
ESL	66	4	12	17		2	0	0	0		83
Total	66	4	12	17	0	2	0	0	0		83

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	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									

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: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	3	5	6	11	6								37
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	2	1	2	1	1	2								9
Haitian	0	1	3	1	5	4								14
French						1								1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2	2	1	7	6	4								22
TOTAL	10	7	11	15	23	17	0	83						

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, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. How is instruction delivered?

Public School 375 currently houses a Free Standing ESL Program. We have approximately 83 ELL students. We have adopted a pull-out model in addition to a self-contained 4th grade, ESL class. Students are carefully grouped in June in classrooms where they are provided with support from both a general education teacher with extensive ESL training and an ESL teacher. Children who are at the beginner and

A. Programming and Scheduling Information

intermediate proficiency level receive 360 minutes per week as required under the CR Part 154 mandate. Students deemed at the proficiency level of advanced receive 180 minutes a week of instruction from an ESL teacher in a pull-out model. In addition to the mandated services, there is an extended day period which supports selected ELLs.

1a. Small group instruction in English is delivered by means of a Free Standing pull-out and a self-contained 4th Grade ESL program. The ESL teacher works in collaboration with the classroom teachers, during the grade-level common planning periods. This allows the ESL teacher to work in synchronization with the scope and sequence of curriculum maps. The ESL teacher addresses the four language strands of language development - listening, speaking, reading, and writing. Moreover, the ESL teacher provides the students with assistance in all subject areas. Appropriate ESL strategies, dictionaries, and the "buddy system", are employed in this program.

1b. Our free-standing ESL program follows a pull out model for students in grade k,1,2,3, and 5 and a self-contained 5th grade. Mandated number of units as outlined by the CR Part 154 are ensured throughout heterogenous grouping of ELLs by collapsing two consecutive grades during pull-out ESL service schedule. ELLs are concentrated in one class at each grade level to facilitate delivery of service. In their work with ELL students, the ESL teachers follow the Balanced Literacy curriculum and, through guided reading and small group strategy lessons, they place an emphasis on small group instruction. During pull-out periods, the ESL teacher supports students with the language necessary to support concepts learned. Instructional strategies such as scaffolding are used to develop students' language and comprehension of content development. Teachers use various types of scaffolding methods, such as modeling, bridging, contextualization, schema building, text re-presentation and meta-cognition, to help students build English language skills.

Classrooms are integrated with Smartboard Technology to assist in lesson instructions. Listening centers and computer work stations are also employed to support content area as well as language acquisition. ELLs who have demonstrated a lack of progress in last two to three years on the NYSESLAT participate in Extended Day, small group instruction. Students in Extended Day are grouped by grade and their NYSESLAT progress trends. Strategies used in these Extended Day Classes are results from study groups and the school's Inquiry Team research on academic language development. In addition, all beginners in grades 1-5 receive targeted homogeneous instruction during Extended Day time.

2. Beginning and Intermediate (58 students) students require 360 minutes of ESL instruction while Advanced students (25 students) require 180 minutes of ESL services a week. Our ELL Coordinator, Mr. A. Benmimoun, provides pull-out services, and Ms. J. Oxley, provides self-contained instruction in 4th Grade.

2a. To ensure that all students meet the mandated ESL services, the ESL Coordinator collapses two consecutive grades in the pull-out program. For example, Kindergarten and 1st Grade students are scheduled for pull-out together, while 2nd and 3rd Grades are grouped together. In this way, all students meet the mandated required minutes.

3. At Jackie Robinson School, content area is part and parcel of English Language delivery. We adopt an interdisciplinary approach to language development through differentiated instruction within the content areas. Our approach targets content-subject area specific vocabulary. Additionally, dictionaries and multi-lingual glossaries, as well books in the students' home languages, that are grade-level appropriate, will be part of classroom libraries. The ESL teacher utilizes instructional technology such as iPads, laptops, and websites, such as www.starfall.com and www.colorincolorado.com. Also employed, are the use of high quality classroom libraries that reflect student diversity. We are fortunate to have several multi-lingual teachers and teaching assistants on faculty. We consistently rely on their valuable expertise in exposing students to language and culture. As stated earlier, during pull-out periods, the ESL teacher supports students with the language necessary to support concepts learned. Instructional strategies such as scaffolding are used to develop students' language and comprehension of content development. Teachers use various types of scaffolding methods, such as modeling, bridging, contextualization, schema building, text re-presentation and meta-cognition, to help students build English language skills. Classrooms are integrated with Smartboard Technology to assist in lesson instructions. LEAP Frogs, listening centers and computer work stations are also employed to support content area as well as language acquisition.

4. We ensure that ELLs are appropriately evaluated in their native languages by asking parents to complete the Home Language Survey during the registration process. We provide translation services to Limited English Proficiency (LEP) parents. Once students are identified as ELLs, the LAB-R test, in their home language, is administered within ten days of registration. Results of the LAB-R tests determine

A. Programming and Scheduling Information

what ESL services our school/ELLs will provide/receive.

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	Dual Language		
75%	Freestanding ESL		
50%	Dual Language		
25%	Freestanding ESL		
100%	Dual Language		
75%	Freestanding ESL		
50%	Dual Language		
25%	Freestanding ESL		
100%	Dual Language		
75%	Freestanding ESL		
50%	Dual Language		
25%	Freestanding ESL		
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

5d. The primary focus with Long-term Ells is to provide support with the writing and reading skills. ELLs who have demonstrated a lack of progress and have been identified as Long-term-ELLs participate in are targeted during Extended Day, small group instruction.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. 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 insist 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 pull-out and self-contained programs are organized into learning environments that support whole-class, small group and individual work projects. Our freestanding ESL pull-out program serving 60 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 Common 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. By the same token, content area subjects such as Social Studies, Science, and Math are supported by the use of bilingual glossaries, dictionaries, and multilingual libraries. Additionally, out-of-classroom personnel including the Literacy Coach, Ms S. Williams; Math Coach, Ms. Y. Roberts; Ms. A. Lavalas, Spanish/Dance Teacher, and AIS Coordinator, Ms. C. Grillo support students with the language necessary to support concepts learned. Instructional strategies such as scaffolding are used to develop students' language and comprehension of content development. Teachers use various types of scaffolding methods, such as modeling, bridging,

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. 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 insist 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 pull-out and self-contained programs are organized into learning environments that support whole-class, small group and individual work projects. Our freestanding ESL pull-out program serving 60 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 Common 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. By the same token, content area subjects such as Social Studies, Science, and Math are supported by the use of bilingual glossaries, dictionaries, and multilingual libraries. Additionally, out-of-classroom personnel including the Literacy Coach, Ms S. Williams; Math Coach, Ms. Y. Roberts; Ms. A. Lavalas, Spanish/Dance Teacher, and AIS Coordinator, Ms. C. Grillo support students with the language necessary to support concepts learned. Instructional strategies such as scaffolding are used to develop students' language and comprehension of content development. Teachers use various types of scaffolding methods, such as modeling, bridging, contextualization, schema building, text re-presentation and meta-cognition, to help students build English language skills.

9. 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. Additionally current ELLs as well as former ELLs benefit from extended time testing accommodations.

10. 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 in their native language. ELLs who have demonstrated a lack of progress as demonstrated by the modality report of the NYSESLAT will be grouped homogeneously during Extended Day, small group instruction, and after school. Strategies used in these Extended Day Classes are based on the results from study groups and the school's Inquiry Team research on academic language development. In addition, all beginners in grades K-5 receive targeted homogeneous instruction during Extended Day time.

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

N/A

12. 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 Madison Square Garden Boys and Girls Club which focuses on arts, crafts, literacy, and theater. Assigned sessions of Saturday-Academy instructions, held from 9 a.m. to 12 p.m., is an instructional period that enables students to enhance, enrich, and extend literacy and mathematics strategies acquired. During Saturday Academy, ELLs further develop content knowledge centered around specific themes/topics. Students get involved in projects that require them to share ideas and

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. 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 insist 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 pull-out and self-contained programs are organized into learning environments that support whole-class, small group and individual work projects. Our freestanding ESL pull-out program serving 60 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 Common 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. By the same token, content area subjects such as Social Studies, Science, and Math are supported by the use of bilingual glossaries, dictionaries, and multilingual libraries. Additionally, out-of-classroom personnel including the Literacy Coach, Ms S. Williams; Math Coach, Ms. Y. Roberts; Ms. A. Lavalas, Spanish/Dance Teacher, and AIS Coordinator, Ms. C. Grillo support students with the language necessary to support concepts learned. Instructional strategies such as scaffolding are used to develop students' language and comprehension of content development. Teachers use various types of scaffolding methods, such as modeling, bridging, contextualization, schema building, text re-presentation and meta-cognition, to help students build English language skills.

9. 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. Additionally current ELLs as well as former ELLs benefit from extended time testing accommodations.

10. 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 in their native language. ELLs who have demonstrated a lack of progress as demonstrated by the modality report of the NYSESLAT will be grouped homogeneously during Extended Day, small group instruction, and after school. Strategies used in these Extended Day Classes are based on the results from study groups and the school's Inquiry Team research on academic language development. In addition, all beginners in grades K-5 receive targeted homogeneous instruction during Extended Day time.

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

N/A

12. 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 Madison Square Garden Boys and Girls Club which focuses on arts, crafts, literacy, and theater. Assigned sessions of Saturday-Academy instructions, held from 9 a.m. to 12 p.m., is an instructional period that enables students to enhance, enrich, and extend literacy and mathematics strategies acquired. During Saturday Academy, ELLs further develop content knowledge centered around specific themes/topics. Students get involved in projects that require them to share ideas and work in various learning settings. They read to promote schema around specific topics, and use independent leveled reading materials, such

Courses Taught in Languages Other than English

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)?

Math:

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-All of our ESL teachers meet with classroom teachers during common preps for articulation and planning. During these meetings, techniques and strategies are presented and modeled for the teachers to assist them in supporting their ELLs during content area instruction within the classroom. Additionally, both classroom and ESL teachers will participate in professional development aimed at supporting our English Language Learners. Our teachers will continue to expand their knowledge of how to support our ELLs. The knowledge attained at all of these professional development opportunities will be shared school-wide during professional development days and grade wide meetings.

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: 7.5 hours of ELL professional development sessions will be dedicated to ESL methodologies, awareness and sensitivity and pedagogical techniques for all staff members including: Assistant Principals, paraprofessionals guidance counsilars, special education teachers, psychologists, occupational/physical therapists, speech therapists, secretaries, and the Parent Cordinator. Special education teachers will receive three (3) additional Professional Developments sessions .
- All staff members who service 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. The knowledge attained at all of these professional development opportunities will be shared school-wide during professional development days and grade wide meetings including weekly Common Planning sessions and Lunch and Learn sessions.
- 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 related teachers with an opportunity to visit one or two schools that have successfully implemented Impact Math with English Language Learners.

2- Ongoing articulation with the current and middle school teachers will keep all stakeholders informed of the needs of the incoming middle school students. In collaboration with the ESL teacher the Guidance Counsilar facilitates Parent Workshop to inform parents of ELLs of the middle school choices, the services, programs available, and expectations.

3. 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 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. Certificates of completion

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-All of our ESL teachers meet with classroom teachers during common preps for articulation and planning. During these meetings, techniques and strategies are presented and modeled for the teachers to assist them in supporting their ELLs during content area instruction within the classroom. Additionally, both classroom and ESL teachers will participate in professional development aimed at supporting our English Language Learners. Our teachers will continue to expand their knowledge of how to support our ELLs. The knowledge attained at all of these professional development opportunities will be shared school-wide during professional development days and grade wide meetings.

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: 7.5 hours of ELL professional development sessions will be dedicated to ESL methodologies, awareness and sensitivity and pedagogical techniques for all staff members including: Assistant Principals, paraprofessionals guidance counsilar, special education teachers, psychologists, occupational/physical therapists, speech therapists, secretaries, and the Parent Cordinator. Special education teachers will receive three (3) additional Professional Developments sessions .
- All staff members who service 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. The knowledge attained at all of these professional development opportunities will be shared school-wide during professional development days and grade wide meetings including weekly Common Planning sessions and Lunch and Learn sessions.
- 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 related teachers with an opportunity to visit one or two schools that have successfully implemented Impact Math with English Language Learners.

2- Ongoing articulation with the current and middle school teachers will keep all stakeholders informed of the needs of the incoming middle school students. In collaboration with the ESL teacher the Guidance Counsilar facilitates Parent Workshop to inform parents of ELLs of the middle school choices, the services, programs available, and expectations.

3. 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 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. Certificates of completion of the mandated training are generated and awarded to each staff member after s/he has concluded the 7.5 hours training.

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 ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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 ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1- At Jackie Robinson we recognize that parents are clearly valuable human resources who must not be overlooked. Efforts to secure and maintain partnerships that will support children's learning are made to enhance academic success. With this in mind, we are committed to providing parent education to approximately 83 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. In addition to the NYC DOE translation services, Jackie Robinson School has several multilingual staff members who are available to translate and interpret when the need arises. Parents of ELLs are actively involved in all school activities, including our annual Promoting Respect Individuality and Diversity in Education (PRIDE) Festival. Parents participate by sharing their samples of their native dishes, clothing, and music. 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.

2.The school partners with agencies and community based organizations to provide workshops and activities for ELL parents. Our Parent Coordinator will be working collaboration with the CAMBA program which provides family support services such as referrals, upon request, for assistance with immigration issues, health services, adult education, housing, and family counseling. Our parent coordinator schedules leadership training for parents who are interested in volunteering their time to the school, as well as workshops related to health, job readiness, and educational issues.

3. We are planning to invite parents to attend workshops based on the strategies taught in the classroom, which will empower them with the tools to reinforce these strategies in the home. Specifically, we will be holding workshops so that parents may assist their children in preparing for the ELA and Math exams. In addition, literacy workshops to teach illiterate parents how to read will also be offered. Simultaneously, we ensure ongoing communication through phone conversations, appointments, and notices. As a result, we have received much feedback regarding our school and the programs that are appealing to our parent population, through communication with our Parent Coordinator. The needs of our parents are evaluated by the Parent Coordinator, Ms. R. Graham, through scheduling meetings, conducting surveys, assessing the community, and providing parent workshops. During the parent workshops, they will have an opportunity to interact with other parents to discuss important topics and submit written feedback on their thoughts and for future workshops.

4. The parental involvement activities will engage families to support teaching and learning through:

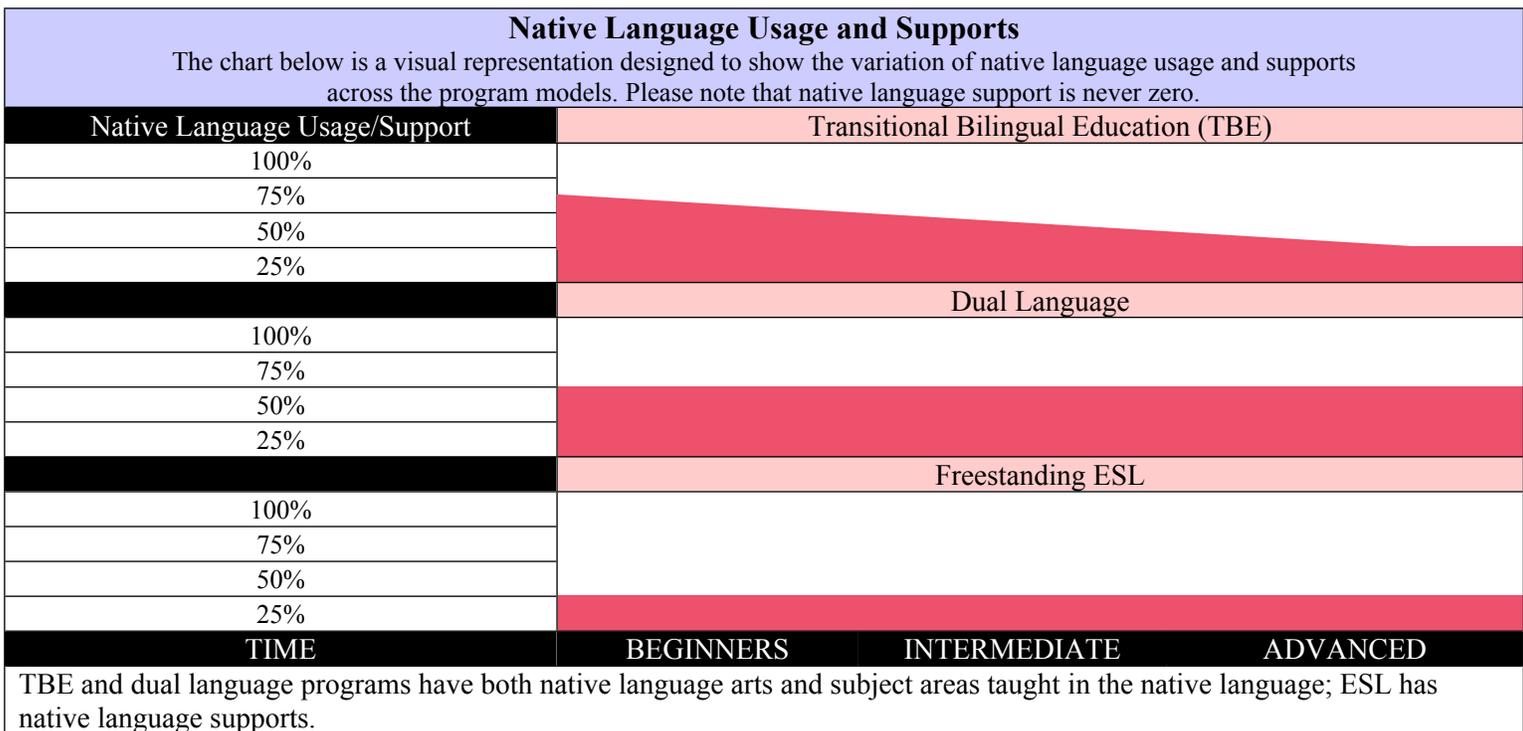
- Curriculum Based Workshops delivered by teachers and administrators to support parents of ELLs with strategies on improving student progress in all areas
- Parent Coordinator will facilitate parent outreach and family support workshops for all parents of ELLs
- Parent Network meetings to discuss data, school wide initiatives and special programs.
- Open House to share instructional practices, expectations and routines with families
- Monthly newsletter to inform parents of what students are learning in each unit across the grades so they support their children at home.
- Distribution of family guides from Department of Education • Bi Monthly PTA School Happening Newsletters to showcase student work
- School Messenger System to keep parents abreast of what's happening in the community, parent workshops, meetings and school wide events

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

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

ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

8. 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.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. 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 insist 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 pull-out and self-contained programs are organized into learning environments that support whole-class, small group and individual work projects. Our freestanding ESL pull-out program serving 60 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 Common 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. By the same token, content area subjects such as Social Studies, Science, and Math are supported by the use of bilingual glossaries, dictionaries, and multilingual libraries. Additionally, out-of-classroom personnel including the Literacy Coach, Ms S. Williams; Math Coach, Ms. Y. Roberts; Ms. A. Lavalas, Spanish/Dance Teacher, and AIS Coordinator, Ms. C. Grillo support students with the language necessary to support concepts learned. Instructional strategies such as scaffolding are used to develop students' language and comprehension of content development. Teachers use various types of scaffolding methods, such as modeling, bridging, contextualization, schema building, text re-presentation and meta-cognition, to help students build English language skills.

9. 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. Additionally current ELLs as well as former ELLs benefit from extended time testing accommodations.

10. 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 in their native language. ELLs who have demonstrated a lack of progress as demonstrated by the modality report of the NYSESLAT will be grouped homogeneously during Extended Day, small group instruction, and after school. Strategies used in these Extended Day Classes are based on the results from study groups and the school's Inquiry Team research on academic language development. In addition, all beginners in grades K-5 receive targeted homogeneous instruction during Extended Day time.

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

N/A

12. 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 Madison Square Garden Boys and Girls Club which focuses on arts, crafts, literacy, and theater. Assigned sessions of Saturday-Academy instructions, held from 9 a.m. to 12 p.m., is an instructional period that enables students to enhance, enrich, and extend literacy and mathematics strategies acquired. During Saturday Academy, ELLs further develop content knowledge centered around specific themes/topics. Students get involved in projects that require them to share ideas and

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. 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 insist 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 pull-out and self-contained programs are organized into learning environments that support whole-class, small group and individual work projects. Our freestanding ESL pull-out program serving 60 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 Common 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. By the same token, content area subjects such as Social Studies, Science, and Math are supported by the use of bilingual glossaries, dictionaries, and multilingual libraries. Additionally, out-of-classroom personnel including the Literacy Coach, Ms S. Williams; Math Coach, Ms. Y. Roberts; Ms. A. Lavalas, Spanish/Dance Teacher, and AIS Coordinator, Ms. C. Grillo support students with the language necessary to support concepts learned. Instructional strategies such as scaffolding are used to develop students' language and comprehension of content development. Teachers use various types of scaffolding methods, such as modeling, bridging, contextualization, schema building, text re-presentation and meta-cognition, to help students build English language skills.

9. 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. Additionally current ELLs as well as former ELLs benefit from extended time testing accommodations.

10. 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 in their native language. ELLs who have demonstrated a lack of progress as demonstrated by the modality report of the NYSESLAT will be grouped homogeneously during Extended Day, small group instruction, and after school. Strategies used in these Extended Day Classes are based on the results from study groups and the school's Inquiry Team research on academic language development. In addition, all beginners in grades K-5 receive targeted homogeneous instruction during Extended Day time.

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

N/A

12. 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 Madison Square Garden Boys and Girls Club which focuses on arts, crafts, literacy, and theater. Assigned sessions of Saturday-Academy instructions, held from 9 a.m. to 12 p.m., is an instructional period that enables students to enhance, enrich, and extend literacy and mathematics strategies acquired. During Saturday Academy, ELLs further develop content knowledge centered around specific themes/topics. Students get involved in projects that require them to share ideas and work in various learning settings. They read to promote schema around specific topics, and use independent leveled reading materials, such

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)?

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-All of our ESL teachers meet with classroom teachers during common preps for articulation and planning. During these meetings, techniques and strategies are presented and modeled for the teachers to assist them in supporting their ELLs during content area instruction within the classroom. Additionally, both classroom and ESL teachers will participate in professional development aimed at supporting our English Language Learners. Our teachers will continue to expand their knowledge of how to support our ELLs. The knowledge attained at all of these professional development opportunities will be shared school-wide during professional development days and grade wide meetings.

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: 7.5 hours of ELL professional development sessions will be dedicated to ESL methodologies, awareness and sensitivity and pedagogical techniques for all staff members including: Assistant Principals, paraprofessionals guidance counsilars, special education teachers, psychologists, occupational/physical therapists, speech therapists, secretaries, and the Parent Cordinator. Special education teachers will receive three (3) additional Professional Developments sessions .
- All staff members who service 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. The knowledge attained at all of these professional development opportunities will be shared school-wide during professional development days and grade wide meetings including weekly Common Planning sessions and Lunch and Learn sessions.
- 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 related teachers with an opportunity to visit one or two schools that have successfully implemented Impact Math with English Language Learners.

2- Ongoing articulation with the current and middle school teachers will keep all stakeholders informed of the needs of the incoming middle school students. In collaboration with the ESL teacher the Guidance Counsilar facilitates Parent Workshop to inform parents of ELLs of the middle school choices, the services, programs available, and expectations.

3. 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 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. Certificates of completion

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-All of our ESL teachers meet with classroom teachers during common preps for articulation and planning. During these meetings, techniques and strategies are presented and modeled for the teachers to assist them in supporting their ELLs during content area instruction within the classroom. Additionally, both classroom and ESL teachers will participate in professional development aimed at supporting our English Language Learners. Our teachers will continue to expand their knowledge of how to support our ELLs. The knowledge attained at all of these professional development opportunities will be shared school-wide during professional development days and grade wide meetings.

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: 7.5 hours of ELL professional development sessions will be dedicated to ESL methodologies, awareness and sensitivity and pedagogical techniques for all staff members including: Assistant Principals, paraprofessionals guidance counsilar, special education teachers, psychologists, occupational/physical therapists, speech therapists, secretaries, and the Parent Cordinator. Special education teachers will receive three (3) additional Professional Developments sessions .
- All staff members who service 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. The knowledge attained at all of these professional development opportunities will be shared school-wide during professional development days and grade wide meetings including weekly Common Planning sessions and Lunch and Learn sessions.
- 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 related teachers with an opportunity to visit one or two schools that have successfully implemented Impact Math with English Language Learners.

2- Ongoing articulation with the current and middle school teachers will keep all stakeholders informed of the needs of the incoming middle school students. In collaboration with the ESL teacher the Guidance Counsilar facilitates Parent Workshop to inform parents of ELLs of the middle school choices, the services, programs available, and expectations.

3. 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 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. Certificates of completion of the mandated training are generated and awarded to each staff member after s/he has concluded the 7.5 hours training.

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 ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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 ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1- At Jackie Robinson we recognize that parents are clearly valuable human resources who must not be overlooked. Efforts to secure and maintain partnerships that will support children's learning are made to enhance academic success. With this in mind, we are committed to providing parent education to approximately 83 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. In addition to the NYC DOE translation services, Jackie Robinson School has several multilingual staff members who are available to translate and interpret when the need arises. Parents of ELLs are actively involved in all school activities, including our annual Promoting Respect Individuality and Diversity in Education (PRIDE) Festival. Parents participate by sharing their samples of their native dishes, clothing, and music. 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.

2.The school partners with agencies and community based organizations to provide workshops and activities for ELL parents. Our Parent Coordinator will be working collaboration with the CAMBA program which provides family support services such as referrals, upon request, for assistance with immigration issues, health services, adult education, housing, and family counseling. Our parent coordinator schedules leadership training for parents who are interested in volunteering their time to the school, as well as workshops related to health, job readiness, and educational issues.

3. We are planning to invite parents to attend workshops based on the strategies taught in the classroom, which will empower them with the tools to reinforce these strategies in the home. Specifically, we will be holding workshops so that parents may assist their children in preparing for the ELA and Math exams. In addition, literacy workshops to teach illiterate parents how to read will also be offered. Simultaneously, we ensure ongoing communication through phone conversations, appointments, and notices. As a result, we have received much feedback regarding our school and the programs that are appealing to our parent population, through communication with our Parent Coordinator. The needs of our parents are evaluated by the Parent Coordinator, Ms. R. Graham, through scheduling meetings, conducting surveys, assessing the community, and providing parent workshops. During the parent workshops, they will have an opportunity to interact with other parents to discuss important topics and submit written feedback on their thoughts and for future workshops.

4. The parental involvement activities will engage families to support teaching and learning through:

- Curriculum Based Workshops delivered by teachers and administrators to support parents of ELLs with strategies on improving student progress in all areas
- Parent Coordinator will facilitate parent outreach and family support workshops for all parents of ELLs
- Parent Network meetings to discuss data, school wide initiatives and special programs.
- Open House to share instructional practices, expectations and routines with families
- Monthly newsletter to inform parents of what students are learning in each unit across the grades so they support their children at home.
- Distribution of family guides from Department of Education • Bi Monthly PTA School Happening Newsletters to showcase student work
- School Messenger System to keep parents abreast of what's happening in the community, parent workshops, meetings and school wide events

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)	6	4	4	4	5	7								30
Intermediate(I)	4	3	1	8	8	4								28
Advanced (A)	0	0	6	3	10	6								25
Total	10	7	11	15	23	17	0	0	0	0	0	0	0	83

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		2	4	2	2	4							
	I		2	0	2	1	1							
	A		2	3	4	7	5							
	P		1	4	7	13	7							
READING/ WRITING	B		4	3	4	5	7							
	I		3	2	8	8	4							
	A		0	2	2	10	6							
	P		0	2	1	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	5	9	1	18
4	2	5	3	0	10
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2		5		10		4		21
4	0		6		5		2		13
5									0
6									0
7									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		2		6		6		14
8									0
NYSAA Bilingual Spe 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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
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)								

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
Test)								
Chinese Reading Test								

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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

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.

- Early childhood uses a variety of literacy assessment tools. These include mandated formative assessments, such as ECLAS-2 and DIBELS, the WRAP, Fountas and Pinne as well as 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.
- 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.
- 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.
- 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.

Part VI: LAP Assurances

School Name: Jackie Robinson

School DBN: 17K375

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Marion Wilson	Principal		1/1/01
Mr. William Mingo	Assistant Principal		1/1/01
Ms. Robin Graham	Parent Coordinator		1/1/01
Mr. Aziz Benmimoun	ESL Teacher		1/1/01
Ms. McRae	Parent		11/1/11
Ms. Joyce Oxley/ESL	Teacher/Subject Area		1/1/01
Ms. Allison Lavalas/Spanish	Teacher/Subject Area		1/1/01
Ms. Shirley Williams	Coach		1/1/01
Ms. Yvonne Roberts	Coach		1/1/01
Mr. Verold Matthew	Guidance Counselor		1/1/01
Ms. Lucile Lewis	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 17k375 **School Name:** Jackie Robinson PS 375

Cluster: 111 **Network:** CFN

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Jackie Robinson P.S. 375 is a Pre-K-5 school located in the multi-ethnic Crown Heights area of Brooklyn with approximately 558 students enrolled, of whom approximately 83 students (about 14%) 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. We look at home language surveys, the ATS printout of languages spoken by students, holistic assessment through social interaction with the parents, and interviews with students and members of their families. A questionnaire is also sent to parents to find out their preferred language of communication. 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. Our school prides itself for having diverse staff members on board who speak a variety of languages and who assist in translating all correspondence with the parents of ELLs and interpret in real time when the need arises. As a back up plan, our Parent Coordinator can also use the Translation and Interpretation Unit for meeting notices, school calendars, and school newsletters as well as one-to-one, over the phone interpretation services to schools.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

P.S. 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, HLIS, 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. Staff members proficient in Haitian Creole, French, Spanish, and Arabic translate and interpret accurately for parents.

Part B: Strategies and Activities

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

We identified who were capable and willing to translate from our staff and parents. We have a multi-cultural staff proficient in many of the languages, as well as parent volunteers. In addition, we regularly use the services of Central's Translation Unit to translate letters to parents.

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, 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 Fulani. Finally, we also utilize the Regional Translation Center for written translation services.

We will provide translations at Parent-Teacher Conferences as well as daily conferences in our school. Before Parent-Teacher Conferences, we make a list of students whose parents need translators and set up a schedule to accommodate them. We will hire outside translators to accommodate those parents in need. During our everyday routine, in-house translators are always available to meet the needs of our parents. Parent volunteers regularly translate.

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>.

We have translated all important letters that go home to parents who require them. We have also begun to conduct simultaneous PA meetings in other languages. PS 375 will also access the Translation and Interpretation Unit services whenever we are unable to provide our own translators. We are cognizant of the need to have a speaker of the primary language of the parent at every IEP meeting and other important meetings, and we do provide this service. Every parent who has indicated a primary language other than English has and will continue to receive a copy of the Bill of Parents Rights and Responsibilities in their primary languages. Our Safety Plan and our LAP provides for this Translation and Interpretation Service. Our Parent Coordinator makes an effort to contact every parent on an ongoing basis notifying them in several languages of ongoing activities, services, meetings, and workshops. Our main lobby has signage in multiple languages.

**Part E: Title III: P.S. 375 Jackie Robinson School Language Instruction for Limited English Proficient and Immigrant Students
School Year 2011-2012**

Form TIII – A (1)(a)

Number of Students to be Served: 85 LEP

Grade Level(s) PreK-5

00 Non-LEP

Number of Teachers 2 Certified ESL and/or Bilingual Teachers

Other Staff (Specify) 0

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Jackie Robinson Public School 375 is currently Corrective Action year two focus and Title I, Pre-Kindergarten to grade five learning community serving 554 students. Our ELL population, approximately 83 students, is comprised of recent immigrants who speak a variety of languages including Spanish, Haitian Creole, Fulani, French, and Arabic. Public school 375 currently houses a free standing ESL program for Kindergartners, grade, 1, 2, 3, and to grade five in addition to a self-contained 4th grade class.

The current instructional model for our ELL population being utilized at the Jackie Robinson School includes a Pull-out Model for K, 1, 2, 3, and 5th Grade provided by one ESL teacher as well as a self contained 4th grade ESL class. All ELL students at P.S. 375 are identified through the Language Assessment Battery-Revised (LAB-R) examination and students who score below proficiency level are targeted for service. Parents are notified and given the option to enroll in the ESL or Bilingual program. Each year, identified children are reassessed using the NYSESLAT examination.

The current NYSESLAT modality report results show that out of the 83 students, 30 are at Beginning level, 28 at Intermediate and 25 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.

A. Project ELITE

Our Title III program will be identified as Project E.L.I.T.E., an acronym which stands for: **ELLs Learning, Innovating, Thinking and Envisioning**. Through this project-based program, we will develop and strengthen the literacy skills in both reading and writing for approximately 53 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. Project ELITE would run for twelve sessions and include approximately 53 ELL students. Two highly qualified ESL teachers will instruct the students in addition to an administrator who will be supervising the program. The student roster will not exceed the 25 students per teacher ratio.

B. Professional Development

To better serve our linguistically diverse population, Miguelina Heavener of Heavener Enterprise will conduct a 4- day series of Professional Development Workshops that will prepare all teachers who work with ELL students. She will use Balanced Literacy to assist in providing faculty with rigorous instructional methods focused on developing reading and writing skills.

School Building Budget Summary

Form TIII – A (1)(b)

Title III LEP Program

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$2,403.00	2 teachers 12 sessions 2 hours = 24 hours 24hours x two teachers = 48 hours 48 hours x \$50.06 = \$2,402.9
	\$1,517.00	1 Supervisor 30 hours x 52.39 = \$1,517.00 (per session includes fringe benefits)
Staff Development Heavener Enterprise	\$2,200.00	\$ 550.00 x 4 days = \$2,000 Subtotal for Professional

Supplies and materials:		<i>NYSESLAT Student Books - \$18.65</i> *20 Grade 3 - \$373.00 (9780845455456) *20 Grade 4 - \$373.00 (9780845455463) *6 Grade 5 - \$111.90 (9780845455470) Total - \$858.00 NYSESLAT Teacher's Guide - \$46.75 *1 Grade 3 - \$46.75 (9780845455524) *1 Grade 4 - \$46.75 (9780845455531) *1 Grade 5 - \$46.75 (9780845455548) Total - \$140.25 NYSESLAT Audio CD's - \$10.45 1 Grade 3 - \$10.45 (9780845456538) 1 Grade 4 - \$10.45 (9780845456545) 1 Grade 5 - \$10.45 (9780845456552) Total - \$31.35 \$858.00+\$140.25+\$31.35= \$1,030.00
Other: Conference Registration	\$400.00	
TOTAL	\$7,550.00	

B. Saturday Institute

We will also conduct a seven (7) 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 February 3, 2012 and will operate for 7 Saturdays through April, from 8:00 - 12:00 noon. 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 Interactive Whiteboard Software 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: Interactive Smart-board Software 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.

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

Title III LEP Program

Saturday Institute

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$2,803.00	Teacher 7 sessions x 4 hours = 28 hours 28 hours X 2 teachers = 56 hours 56 hours x \$50.06 = \$2,803.00 (per session includes fringe benefits)
Supplies and materials	\$847.00	<i>Consumables: pens, notebooks, paper, ink and charts</i>
Total Cost	\$3,650.00	\$2,803.00 + \$847.00 = \$3,650.00
Title III Total Budget	\$11,200.00	\$7,650.00 + \$3,550.00 = \$11,200.00

Total Program Cost: The total cost for both the after school **E.L.I.T.E. Program** and the **Saturday Weekend Academy** designed for beginner and newcomer students is **\$11,200.00**

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 theorists in Second Language Acquisition and Language Learning like Dr. Jim Cummins, Dr. Stephen Krashen, and Dr. Lily Wong Fillmore as well as other 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.