



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: JACKIE ROBINSON PUBLIC SCHOOL 375

DBN (17K375)

PRINCIPAL: DR. MARION WILSON

EMAIL: MWILSON11@SCHOOLS.NYC.GOV

SUPERINTENDENT: 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	
Mrs. Nomvuyo Hyman	*UFT Chapter Leader or Designee	
Mrs. Bridgette McAlman	*PA/PTA President or Designated Co-President	
Ms. Denise Behlin	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	
Mrs. Cecelia Holt-Washington	Member/UFT Member	
Ms. Joy Gregg	Member/UFT Member	
Mr. Michael Bruno	Member/PTA	
Ms. Shafika Mc Clean	Member/PTA	
Ms. Alisha John	Member/PTA	
Ms. Astra Henry	Member/	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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 2013, 50% of students in grade 3-5, including students with disabilities, and ELLs will use clear and relevant thoughts and ideas to articulate and write opinions/arguments based on an analysis of informational texts as measured by the Chancellor's performance task, teacher generated assessments and New York State ELA examinations.

Comprehensive needs assessment

After an analysis of student performance data on recent assessments, it was determined that while some student groups have increased in performance, others have decreased dramatically, especially in the area of written response. It was evident from the data that students lacked critical thinking and analytical skills. Therefore, our goal for the 2012-2013 school year is to have students clearly expressing their thoughts and ideas in written and verbal form. Through exposure to intensive reading and writing of informational text and questioning; students will derive at a deeper understanding of grade appropriate text.

P.S. 375's comprehensive needs assessment is based on the performance of children relative to the Common Core State Standards and academic content. It is derived through the utilization of varying forms of assessments and includes a review of the following measures and indicators:

- Student Portfolios –
- DIBELS NEXT (English Language Arts assessments)- Grades 3 through 5
- Teacher Performance using ARIS customized reports
- Running Records (WRAP) –3-5
- Teacher- developed Tests in English Language Arts, Science and Social Studies – Grades 3 –5
- Writing Assessments – Grades 3-5
- Teacher Assessment (Detailed, individualized, ongoing student assessment data)
- Principal/Teacher – Student Assessment Conferences
- Annual School Report Card
- SQR – School Quality Review
- School Progress Report Card
- Individualized Learning Plans (ILP)
- Monthly Progress Reports

Instructional strategies/activities

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; RTI—to provide small group intensive reading instruction for at risk students.

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 1-5 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 2012 through June 2013

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. It will also assess the needs of individual students, including ELLs and SWP. Given the various learning goals, we will designed unique strategies to reach the student where he or she is at, therefore strategies such as differentiation, vocabulary building, language development, and various activities to stimulate deep thinking will be utilized.

Target Population (s): Grades 1-5 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 2012 through June 2013

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 teams will also analyze our curriculum to ensure it is aligned with the Common Core State Standards.

Target Population (s): Grades 1-5 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 2012 through June 2013

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

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
_____ Tax Levy X Title I _____ Title IIA X Title III _____ Grants _____ Other

If other is selected describe here:

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.

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 2013, 60% of our students in grades 1-5, including students with disabilities, and ELLs will increase in reading fluency and reading comprehension by at least one grade level by means of RTI. Progress monitoring will be measured using several assessment tools: DIBELS, Fountas and Pinnel, benchmark assessments, and Interim assessments, I station

Comprehensive needs assessment

After analyzing of student performance data on recent assessments, it was determined that while some student groups have increased in performance, others have decreased dramatically. It was revealed that several of our students are reading far below grade level, especially among our large ELL population. 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 implemented a RTI reading clinic and targeted strategically students who fall into Tiers 2 and 3, while providing support for our students in Tier 1. With that in mind, all of our students are priority goal for the 2012-2013 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 –
- DIBELS NEXT (English Language Arts assessments)- Grades 1 through 5
- Teacher Performance using ARIS customized reports
- Running Records (WRAP) –3-5
- Teacher- developed Tests in English Language Arts, Science and Social Studies – Grades 3 –5
- Writing Assessments – Grades 1-5
- Teacher Assessment (Detailed individualized ongoing student assessment data)
- Principal/Teacher – Student Assessment Conferences
- Performance Assessment of School System Wide
- Annual School Report Card
- SQR – School Quality Review
- School Progress Report Card
- Individualized Learning Plans (ILP)
- Monthly Progress Reports

Instructional strategies/activities

Activity #1: Professional Development: PD will be given on the following topics: RTI— teachers in both early childhood and upper elementary departments will be trained in all components of the RTI program in order to provide small group intensive reading instruction for at risk students. 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 1-5 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 2012 through June 2013

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 to provide instruction according to students' needs. Activities will include creative and flexible groupings with initial goals and 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. Progress monitoring will occur during a 6-8 week cycle, where a student's performance will be assessed using a research based tool. By assessing the data we will determine the rate of growth, and make necessary modifications.

Target Population (s): Grades 1-5 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 2012 through June 2013

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 Common Core State Standards.

Target Population (s): Grades 1-5 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 2012 through June 2013

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

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy X Title I Title IIA X Title III Grants Other

If other is selected describe here:

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.

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 2013, at least 80% of the units of study will be aligned to the key Common Core State Standards in order to target and address the needs of all students as measure by teacher conferencing notes, teacher generated assessment, Chancellor's performance task, and New York State ELA examination.

Comprehensive needs assessment

After an inventory of our curriculum maps, an analysis of teacher observations and teacher feedback, it was determined that our units of study were outdated and they no longer met the needs of our student population and state requirements. Our instruction was not cohesive to Common Core State Standards therefore our children lacked the proper support and instruction they needed in key areas. It was evident from the data that our units of study needed much attention and our teachers needed more professional development in the Common Core State Standards. In order to ensure our units of study are fully aligned to the Common Core State Standards, our goal for the 2012-2013 school year is have at least 80% of our units of study in alignment with the Common Core State Standards.

P.S. 375's comprehensive needs assessment is based on the analysis of our curriculum maps relative to the Common Core State Standards and academic content. It is derived through the utilization of varying forms of assessments and includes a review of the following measures and indicators:

- Rubicon Atlas (curriculum maps)
- Student Portfolios
- DIBELS NEXT (English Language Arts assessments)- Grades K through 5
- Running Records (WRAP) –3-5
- Teacher- developed Assessments in English Language Arts, Science and Social Studies – Grades K –5
- Writing Assessments – Grades K-5
- Teacher Assessment (Detailed, individualized, ongoing student assessment data)
- Principal/Teacher – Student Assessment Conferences
- SQR – School Quality Review

Instructional strategies/activities

Activity #1: Professional Development: PD will be given on the following topics: Understanding the 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; 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 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 1-5 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 2012 through June 2013

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 learning outcome by designing cohesive instruction. 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. It will also assess the needs of individual students, including ELLs and SWP. Given the various learning goals, we will designed unique strategies to reach the student where he or she is at, therefore strategies such as differentiation, vocabulary building, language development, and various activities to stimulate deep thinking will be utilized.

Target Population (s): Grades 1-5 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 2012 through June 2013

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 Common Core State Curriculum.

Target Population (s): Grades K-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 2012 through June 2013

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, Winter Wonderland Celebration, 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

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 _____ Tax Levy X Title I _____ Title IIA X Title III _____ Grants _____ Other

If other is selected describe here:

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.

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 2013, 60% of teachers will build capacity in improving outcomes in planning, teaching practice, delivery and supported collaboration inquiry through research and evidence based methodologies.

Comprehensive needs assessment

- After an analysis our quality review report, teacher observations and teacher feedback, it was determined that pedagogical practices needed to be strengthened in order to align them with our curricular goals and academic expectations, so that our students will have a more in-depth learning experience. In our quality review report, it was evident that teacher planning, practice, and delivery were not cohesive. Given the evidence, stronger emphasis was placed on intensive professional development sessions to support teaching practices, planning and delivery. Therefore, our goal for the 2012-2013 school year is to have 60% of teachers build capacity in improving outcomes in planning, teaching practice, delivery and supporting collaborative inquiry through research, and evidence based methodologies.

Instructional strategies/activities

- **Activity #1:** Professional Development: All classroom and cluster teachers will participate in weekly department meetings during their common planning blocks, early morning meetings with the support of our school's instructional coaches, AIS team, and administrators.
- CFN Instructional Specialists as well as Central office staff will visit the school to work with select teachers as well as funds set aside to hire outside consultants.
- Administrators will attend CSA provided trainings and workshops series on the CCLS and instructional tasks.
- Department teams will examine student work from the 2011-12 school year to understand gaps in student knowledge or skill and inform the revision of their instructional units.
 - During these meetings, department teams will refine curriculum units and engage in a structured protocol to ensure alignment with the selected Common Core standards on Atlas Rubicon and update existing plans and units.
 - Teachers will collaboratively assess the quality of student work that comes out of the implementation of the first unit and repeat the cycle for the second unit.
 - School leadership will meet bi-weekly with grade level teacher leaders, join team meetings on a regular basis, and coordinate this work across the grades and assess quality and quantity of work being performed.
 - Instructional lead teachers have been identified for Early Childhood, Upper Elementary and Special Education and will be offered additional compensation for their work.
- Additional resources will be purchased by administration, as suggested on Engage NYC, to align Common Core library materials in order to complete tasks.
- Continued partnership as a recipient of the Title IID grant to enhance professional development and onsite support.
- Teacher lead professional development to share best practices.

Target Population (s): Pre-Kindergarten – 5th grade teachers and out of classroom teachers.

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

Implementation Timeline: September 2012 through June 2013

Activity #2: Ongoing Implementation /Use of Data:

- By the end of the 2012-13 school year, school leaders and teachers will have a deepened understanding and working knowledge base about teacher practice and that of their colleagues, as observed in a training video. They should be able to determine whether their practice is a Highly Effective, Effective, Developing, or Ineffective practice across the selected competencies.
- 90% of teachers will participate in at least 12 hours of professional development throughout the 2012-13 school year to integrate technology and technological tools (such as videos, smartboards, ipads) in their teacher practice to support learning as well as engaging in inter-classroom visitations. Sharing best practices that reflect standards for Effective and Highly Effective teaching methods, identifying areas of growth based on prior observations of each other's practice, and developing personal development plans will enhance the professional learning community.
- Principal and APs will conduct 5-7 weekly informal observations of all pedagogical staff using the components of TEACHSCAPE (Online reflection tool) which is based on Dr. Charlotte Danielson's framework for teaching to provide meaningful and consistent feedback to teachers.

Target Population (s): Pre-Kindergarten – 5th grade teachers and out of classroom teachers.

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

Implementation Timeline: September 2012 through June 2013

Activity #3: Further Development of Inquiry Team:

- Facilitate teacher-to-teacher inter-visitations and formative classroom observations by school leaders, followed by norming through developmental conversations.
- Professional development team will support the differentiated PD plan for all teachers based on feedback from initial survey using Survey Monkey.
- School leaders create monthly schedule of PD options for teachers based on observations and feedback and incorporating the peer to peer model.
- Revise schedule for extended Friday common planning block to incorporate cross grade meeting time to discuss curriculum related activities, analyze student work and engage in the inquiry process.
- Provide support for teachers whereby an environment is created so that they can actively collaborate among themselves as a teacher teams, engaging in critical analysis by raising questions and seeking answers in order to develop a better understanding and maximize their learning.

Target Population (s): Pre-Kindergarten – 5th grade teachers and out of classroom teachers.

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

Implementation Timeline: September 2012 through June 2013

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)

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Federal and state grants allow for the provision of Professional Development for teachers and to purchase supplemental instructional supplies to support teaching practices.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Response to Intervention (RTI)	Small Group instruction and one to one instruction	During the day, and before school.
Mathematics	Response to Intervention (RTI)	Small Group instruction and one to one instruction	During the day, and before school.
Science	Response to Intervention (RTI)	Small Group instruction and one to one instruction	During the day, and before school.
Social Studies	Response to Intervention (RTI)	Small Group instruction and one to one instruction	During the day, and before school.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)			

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

P.S. 375 use a variety of strategies to attract highly qualified teachers. We make significant efforts to recruit staff that have specific specialties that will suit the needs of our diverse student population. Over the past few years, we have experienced a shift in our learning environment for various reasons; however, we maintain high expectation for our teachers. Therefore, we set rigorous standards for recruiting and attracting highly qualified teachers. Our partnerships with community colleges, and local community organization have collaborated with us to seek after the most qualified teachers. These efforts and support has enable us to attract and retain a highly qualified staff. We sometimes recruit from within, by encouraging paraprofessionals who are already in classrooms to become fully certified teachers. All candidates applying for teaching positions are interviewed extensively at the school by a committee. 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.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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 2012 and March 2013

- 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.

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.

IV. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;

- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

V. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

VI. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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 [i](#)

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 [i](#)

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%
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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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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	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.

5. Instruction is differentiated for ELL subgroups in several ways. A variety of targeted intervention programs are provided for ELLs before, during, and after the school day. Direct literacy instruction groups are employed four times a week. Direct instruction in mathematics is also offered four times a week in small groups. Extended Day small group instruction further addresses deficiencies in math and ELA. After school SES programs such as Academic Advantage provides students with additional support.

5a. Students with Interrupted Formal Education (SIFE), as well as newcomers, are exposed to a rigorous ESL program. This program focuses on developing Listening and Speaking competencies, while developing literacy and numeracy skills, with a strong emphasis on phonemic awareness and phonics, explicit vocabulary instruction and practice, content-area reading for fluency and comprehension, writing and ongoing assessment.

5b. Newcomers are exposed to an intensive English language development program emphasizing the development of Basic Intercommunication Skills (BICS) for eight periods of ESL a week. Although instruction uses the four language strands, namely Listening, Speaking, Reading, and Writing, the delivery of instruction for this particular subgroup focuses more on developing their Listening and Speaking abilities.

5c. As per the NYSESLAT modality report which delineates a deficiency in Reading and Writing skills, ELLs receiving ESL services for 4-6 years will be exposed to a rigorous English language development program that emphasizes the Cognitive Academic Language Proficiency (CALP) in reading and writing. We utilize our Individualized Learning Plans (ILP) to plan ELL instruction. Data is used to revise the ILP every 6-8 weeks. Teachers use this information to group students accordingly and develop challenging assignments based on students' abilities.

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. 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.

6. In collaboration with the Special Education teacher, the ESL Teacher will target developing English Language Proficiency skills to meet the goals set in the students' Individualized Educational Plans (IEP). Strategies include, but are not limited to, the use of graphic organizers, manipulatives, realia, visuals, multi-media, role playing, peer tutoring and field experience. In planning for our long term ELLs, we have decided as a team to look carefully at all the data we have on the particular student(s) and determine which areas these children need the most support in. ESL teachers will provide instruction using a myriad of ESL strategies and some children may be offered Academic Intervention Services to help them overcome their academic challenges.

7. Flexible scheduling at PS 375 helps break away from the traditional 40-50-minute class periods. It increases the instructional time spent on each subject. The model of flexible scheduling used for ELLs at Jackie Robinson School is that of a pull-out program. Within the pull-out program the ESL instructor provides a more intensified academic instruction which also assists the students with the acceleration of language development. ESL students succeed in activity-centered classes because of two main factors: 1) students have regular opportunities for extended discourse; and 2) students are highly motivated because they use the target language in situations of personal choice.

Differentiated Instruction provides opportunities for visual, verbal-linguistic, and tactile-kinesthetic learners to apply their strength when learning. Honoring the student's native language encourages English-speaking, while reinforcing the value of the learner's native tongue. Students should never feel ashamed of their native language or culture. Oral summaries, outlines, Venn Diagrams, and Mind Maps - should be used to assist ELLs. Teachers should try to use visual reviews with lists and charts; paraphrase the salient points where appropriate; and have students provide oral summaries themselves. Use of visuals and graphic organizers are used to support ELLs' efforts at reading lengthy sections of text. Graphic organizers aid in identifying the important information teachers want them to find. Students are taught to visualize what they are trying to learn.

A. Programming and Scheduling Information

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

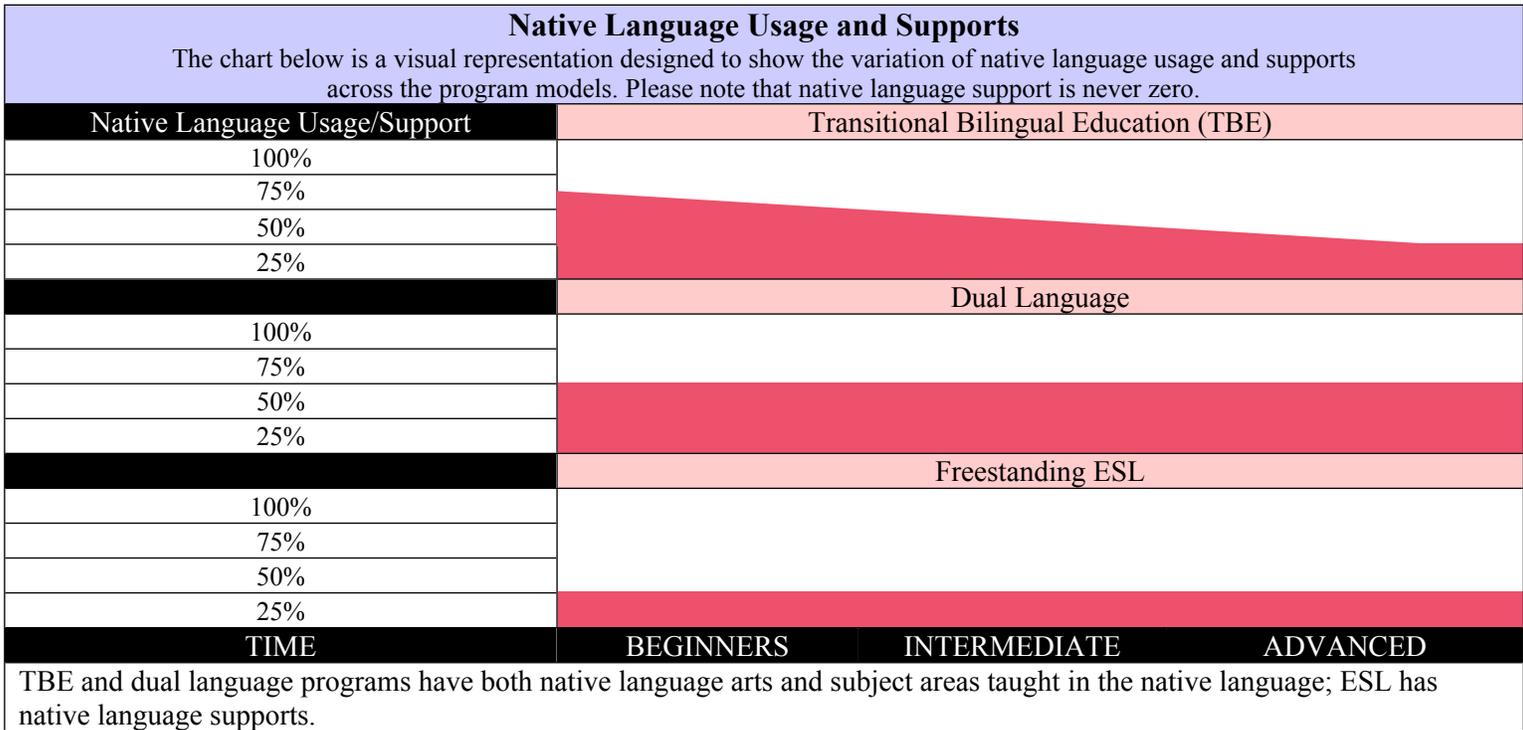
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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
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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 as trade books and novels to meet student needs. Students throughout the grades have access to multilingual books at both their instructional and independent reading levels. As students acquire more literacy strategies, the text materials will become increasingly more difficult.

The creation and implementation of a Title III Program will serve to provide an additional supplementary resource to ensure that ELLs are reaching proficiency level in English at a predictable pace. The Title III Program will be implemented and reviewed periodically to measure its effectiveness and make the necessary modifications as needed. Our extended day Title III Program will be identified as Project E.L.I.T.E., an acronym which stands for: 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 ELLs in grades 3-5. We will use the components of the Workshop Model and Balanced Literacy, Shared Reading, Read Aloud, Guided Reading and Independent Reading to improve fluency and reading comprehension. To facilitate the writing process, the following strategies will be implemented: vocabulary building, modeling graphic organizers, journal writing, Power Point presentations, and blogging on our school's recently created ESL Department website. The program will operate three days a week (Tuesday, Wednesday and Thursdays) and run from 3:00—5:00 p.m. .

A. Project ELITE

Project ELITE would include approximately 40-50 ELL students. Two highly qualified ESL teachers will instruct the students. The student roster will not exceed the 25 students per teacher ratio. An administrator will be available in the building supervising other After-school activities and will assist Project E.L.I.T.E at no cost to the program.

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

13. Although ELL subgroups have been identified and instruction is being tailored to their specific needs, instructional materials, including technology, are used to support the whole student population. At Jackie Robinson School, technology plays a key role in the delivery of instruction. A case in point is Pearson Success Maker offering 3,300 hours of proven results-oriented instructions for k-8. Foundation courses help students develop and maintain essential math, reading, and writing. It is a computer enhanced program designed for all disciplines which promote data-driven instruction. Academic Intervention Services (AIS) is provided to meet the needs of all students who require additional assistance to meet the State standards in ELA and Mathematics, especially English Language Learners who are identified as Students with Interrupted Formal Education/SIFE. Academic Intervention Service programs that will be instituted are After-school, Saturday Academy, and AIS pull-out and push-in Program. Intensive guidance and support services will be provided to assist students who are experiencing affective-domain issues that are impacting on their ability to achieve academically. Although the intensity of the services provided vary, all Grade 3-5 students performing in Levels 1 and 2 and Early Childhood students deemed to be at risk, will receive appropriately targeted services. Additionally, to facilitate understanding of content area subjects, Glossaries, Bilingual Dictionaries, and multilingual libraries are purchased and made available to New Comers and students taking the NYS Standardised tests in their native languages.

14. Jackie Robinson P.S. 375 prides itself for its multilingual staff members. the ESL teacher does not only translate the State Math, Science, and Social Studies to students for whom a translated version of the test is not available, but he does also use the students' first language to support content area comprehension. In case where the homeroom teacher is not proficient in the student's first language, the newcomers are paired with other advanced ELLs who are fluent in both languages. Furthermore, Classroom libraries are infused with books and audio-books in different languages. A Native Language Support Paraprofessional works with the beginner ELLs in grades 4 and 5 to assist with content area instruction, concentrating in Math and Science. In addition native language exams are primarily used with our ELLs that have been in the United States for 2 years or less. The option is given after the 2nd year to continue the use of translated tests. We find that after 2 years in school their knowledge of their home language has diminished and they are more proficient in English. We also provide bilingual glossaries in Social Studies, Math and Science for our ELL students to use within the content area as well as during assessments.

15. The selection of the Library books and the services provided at Jackie Robinson are based on the students needs, and are age and grade

level appropriate. Fountas and Pinnell reading leveling system is used to determine the appropriate independent reading level of each student. Books are arranged in baskets based the various students' reading levels. Support is tailored to the student's proficiency level based on their performance on the NYSESLAT. Students who are defficient in Listening and speaking as evidenced by the NYSESLAT modality report are engaged in listening centers using books on tapes, podcasts, and computer based activities. On the other hand, students defficient in reading and writing are emersed in activities that enhance content based vocabulary building, fluency and reading comprehension.

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

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

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

17. What language electives are offered to ELLs ?

N/A

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

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 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?

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
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 Test)									
Chinese Reading Test									

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

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

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.

1. 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.
2. At the beginning of the school year the ESL department prints out NYSESLAT and LAB-R report and students are grouped accordingly. Teachers then prepare their own daily schedule according the CR-Part 154 required mandates and submit them to the administration for review. The focus is on developing and strengthening our students' English language writing skills as well as on Content Based Instruction (C.B.I.). This was decided based on data from the NYSESLAT exams which clearly illustrate significant deficiencies in student writing skills. We provide students with a variety of writing prompts, guided and shared writing and writing in the content area. This empowers our ELL students to use meaningful language and construct knowledge of chapter and verse. The students produce literary responses, newsletters, and autobiographies. Our students take their ideas from seedling to publication.
3. A breakdown of the student NYSESLAT skill scores confirms researchers' findings about second language acquisition and learning: that listening and speaking skills are the very first skills to be acquired and learned. As a result, a large percentage of the student population falls under the advanced category in listening and speaking. Conversely, reading and writing are much more difficult and take longer to master. Even though the data suggests that students tend to do better in the speaking and listening domains, greater emphasis then should be taken by the teacher and school community to prepare instructional activities that encourage the development of all four cognitive domains simultaneously. Reading and writing are hierarchical skills that develop later in the learning continuum and yet efforts should be made to incorporate these higher-level skills when designing instructional activities.
4.
 - a. 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.
 - b. The only program model currently at our school is a Free-Standing ESL.
 - c. The Jackie Robinson School is part of the on-going trend of data driven instruction. The instructional team, composed of the literacy coach, data specialist, homeroom teachers, and administration, analyzes and observes trends to better address the different instructional needs of the ELL population.

The Periodic assessments help monitor the progress as well as provide an updated picture of the student's deficiencies. And as a result the

assessments provide an integral evaluative tool to help teachers focus their instruction. The assessments are also used to rearrange student grouping and specify a focal point while conferring with parents and children. Our school leadership team, along with teachers, believe the periodic assessments are a good prediction for NYSESLAT results. Therefore, we use it to produce awareness for all who are involved in the students' academic success.

5. For Dual Language:

Dual Language Program is currently not available in our school.

6. Describe how you evaluate the success of your program for ELLs.

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

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.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Jackie Robinson	DBN: 17K375
Cluster Leader: Doug Knecht	Network Leader: Lucile Lewis
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 40
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: Jackie Robinson Public School 375 is currently a Title I, Pre-Kindergarten to grade five learning community serving 579 students. Our ELL population, approximately 111 students, is comprised of 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 kindergarten to grade 5.

The current instructional model at the Jackie Robinson School is the Pull-Out Model for Grades K- 5 and is provided by two certified ESL teachers; a full time teacher and a .5 teacher who works mainly with the advanced students. All ELL students at P.S. 375 are initially identified through the Language Assessment Battery-Revised (LAB-R). Students who score below proficiency level are targeted for service. Parents are notified and given the option to enroll their children in a Bilingual or ESL program. Each year, identified children are reassessed using the NYSESLAT examination.

The current NYSESLAT modality reports results show that out of the 114 students, 46 are at Beginning level, 30 at intermediate and 38 at the Advanced level. An analysis of the students' results also suggest the 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 modifications as needed.

A. Project ELITE

Our Title III program will be identified as Project ELITE, an acronym which stands for: ELLs Learning, Innovation, Thinking and Envisioning. Through this project-based program, we will develop and strengthen the literacy skills of ELLs in both reading and writing for approximately 40 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 namely, vocabulary building, modeling, graphic organizers, and journal writing.

Project ELITE will run for 27 sessions per group starting March 18, 2013 through June 6, 2013 and will include approximately 40 ELLs students. The students' roster for the ELITE program will not exceed the 20 students per teacher ratio. The program will operate four days a week (Monday, Tuesday, Wednesday, and Thursdays) and run from 3:00 p.m. - 5:30 p.m. The students will be divided into two groups. Each group will meet for two evenings weekly. Group A, comprising of Grades 3 and the Beginners from Grade 4 will meet on Mondays and Wednesdays. The remaining groups will meet on Tuesdays and Thursdays. Ms. Oxley, the certified ESL teacher will plan and team teach ELA/ESL with Ms. N. Williams, Common Branches teacher. ELL students will therefore receive ESL instruction from a certified ESL teacher during each session. The school will purchase Mastering the Standard, English

Part B: Direct Instruction Supplemental Program Information

Language Arts from Triumph Learning, for the ESL reading/writing/language development program for grades 3-5. Additional materials include bilingual glossaries to give native language support and retention of first language while learning the second language.

Part C: Professional Development

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

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

Begin description here: _ The ESL teacher will attend workshops at Columbia's Teacher College. Our professional development program is rooted in the belief that all teachers are teachers of language arts and the English as 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 by the following:

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 turnkey information and provide on-going professional development in scaffolding techniques for ELLs during in-school common planning periods.

- | | |
|------------------|--|
| January 9, 2013 | The Intake Process and Understanding the LAB-R |
| January 23, 2012 | Exploring the NYSESLAT exam and the RMNR report |
| February 5, 2013 | Lesson planning with the six key strategies for ELLs |

Other sessions will include discussions in a study group setting where non-ESL teachers will be better informed about how ELLs learn and how to adapt instruction to maintain rigor and provide support.

The ESL teachers will attend professional development series offered by Alison Provencher, the Regional Bilingual Special Education Specialist for the The Regional Special Education Technical Assistance Support Center and the Division of Students with Disabilities and English Language Learners on Thursday, Dec 6; Friday, Jan 18; Thursday, Feb 7; Friday, March 8; Thursday, March 21; Wednesday, April 10; and Wednesday, May 8. 2013.

Teachers will attend the annual ELL Literacy Conference on November 6, 2013. This year's theme is Meeting the Challenge with Success: Strengthening Instruction for ELLs. The conference will present workshops focused on best instructional practices to support ELLs in meeting the rigorous demands of

Part C: Professional Development

the Common Core Learning Standards. Teachers will also be encouraged to attend workshops throughout the school year offered by the Office of English Language Learners.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: At Jackie Robinson we recognize that parents are clearly valuable human resources who must not be overlooked. Efforts that secure and maintain parentships will support children's learning and enhance academic success. With this in mind, we are committed to providing parent education to approximately 100 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. Secure brochures, report cards, educational material and oral communication will be disseminated in the preferred language of the family so that all parents can get first hand information about what is going on in their children's school. Whenever possible, we will arrange for translators at parent assemblies and meetings.

We will invite parents to attend workshops based on the strategies taught in the classroom to empower them with tools to reinforce the strategies while assisting their children at home. Specifically, we will be holding a Title III workshop on March 10, 2013 so that parents may be equipped with some useful strategies to help them in preparing their children for the New York State ELA and Math exams. In addition, referrals to Adult Education Centers will be recommended as well as literacy workshops to improve reading and writing skills among parents. These parental involvement activities will engage families and promote teaching and learning through:

*Literacy workshop for parents of newly arrived students to familiarize them with the NYC school system, home work assistance, and resources for immigrants in the community, such as, Adult Continuing Education classes

April 30th, 3:00 - 4:30 p.m. Navigating the NYC School System; Middle School Process
May 17th, 3:00 - 4:30 p.m. Locating Immigration Assistance in Your Community

The school will also offer adult ESL classes from 3-5 p.m. on February 15, February 22, March 1, and March 15. We will distribute letters in the preferred languages, send electronic messages and enlist support from multilingual members of staff to assist us in informing and providing a means for parents to meaningfully participate in our programs.

Part D: Parental Engagement Activities

*The Parent Coordinator will facilitate parent outreach and family support workshops for all parents of ELLs.

*An ARIS Parent Link workshop will be held on March 8, 2013 facilitated by the parent coordinator, Ms. Robin Graham in collaboration with the ESL Department.

*Attendance at Title III spring and winter conferences for parents of ELLs will be encouraged.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

