



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** JACKIE ROBINSON PUBLIC SCHOOL 375  
**DBN (i.e. 01M001):** 17K375  
**Principal:** **DR. MARION WILSON**  
**Principal Email:** MWILSON11@SCHOOLS.NYC.GOV  
**Superintendent:** DR. BUFFIE SIMMONS  
**Network Leader:** **Ms. ROXAN MARKS**

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

| Name                  | Position and Constituent Group Represented   | Signature |
|-----------------------|--|-----------|
| Dr. Marion Wilson     | *Principal or Designee   |           |
| Mrs. Nomvuyo Hyman    | *UFT Chapter Leader or Designee  |           |
| Ms. Bridgette McAlman | *PA/PTA President or Designated Co-President   |           |
| Ms. Denise Behlin     | DC 37 Representative, if applicable  |           |
|                       | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |           |
|                       | CBO Representative, if applicable  |           |
| Mr. Windsor Alcin     | Member/ UFT  |           |
| Ms. Joyce Oxley       | Member/ UFT  |           |
| Ms. Mildred Lowe      | Member/ UFT  |           |
| Mr. Michael Bruno     | Member/ PTA  |           |
| Ms. Shafika Mc Clean  | Member/ PTA  |           |
| Ms. Alisha John       | Member/ PTA  |           |
| Ms. Astra Henry       | Member/ PTA  |           |
| Ms. Tricia Wilson     | Member/ PTA  |           |
|                       | Member/  |           |

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed

|          |  |
|----------|--|
| <b>x</b> | <b>School Leadership Team Signature Page</b>   |
| <b>x</b> | <b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>             |
|          | ▪ Annual Goal  |
| <b>x</b> | ▪ Comprehensive Needs Assessment   |
|          | ▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal |
|          | ▪ Budget & Resource Alignment section (indicating all funding sources)                           |
| <b>x</b> | <b>Academic Intervention Services (AIS)</b>  |
| <b>x</b> | <b>Title I Plan (Only for schools receiving Title I funding)</b>                                 |
| <b>x</b> | <b>Parent Involvement Policy (PIP)</b>   |

## Goal and Action Plan #1

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 50% of students in grade 3-5, including students with disabilities (SWD), and English Language Learners (ELL) will use clear and relevant thoughts and ideas to articulate and write opinions/arguments based on an analysis of informational texts as measured by their performance on assessment tasks in literacy units of study aligned to the Citywide Instructional Expectations and the CCLS. These responses will be based on evidence from the text.

### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

After an analysis of student performance data on recent assessments, it was determined that fewer students showed progress while the majority did not. Therefore, our goal for the 2013-2014 school year is to have students clearly express their thoughts and ideas in written and verbal form. The 2013 Progress Report indicate that the majority of our students scored below grade level in English Language Arts and only a small percent scored at or above proficiency level. SETSS students- 30%; ELLs- 15.2%; Lowest Third- 36%; Black and Hispanic Males- 29%. From further analysis of student writing for these groups, it was evident that students lacked critical thinking and analytical skills and are having difficulty expressing their thoughts and ideas in verbal and written form. As a result of these findings we have chosen to use reading comprehension as our instructional focus for the year.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

**Activity #1:** Professional Development: PD will be given on the following topics:

- **Danielson Framework** – to assist teachers in improving pedagogical practices when crafting units of study and lesson plans. This will lead to effective instruction and communication with students to ensure academic growth, while at the same time, working with data to improve student outcome.
- **Rigor and Relevance in the Classroom** – to promote an understanding of what Rigor looks like and reinforce that activities used should be relevant to students' interests, incorporate the standard and speak to higher student achievement.
- **Differentiated Instruction** -- to address the educational needs of those students who are at risk of not meeting the state academic content standards;
- **Performance Tasks and Assessments** -- to monitor and make adjustments to 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.
- **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 the effectiveness of student learning. 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 student needs. Activities will include creative and flexible groupings with initial goals and using effective differentiation to maximize student growth.

**Activity #2-** Research Based Instructional Strategy - Through exposure to intensive reading and writing of informational text and questioning, students will derive a deeper understanding of grade appropriate text. Teachers will share a variety of comprehension strategies that good readers use to help students make sense of text such as making connections, visualizing, monitoring and reading closely. Instructional strategies will include explicit instruction in analyzing informational text, teacher modeling, small group instruction, guiding and probing questions and graphic organizers. Additional strategies will include creative and flexible groupings for differentiation of instruction in order to maximize students' growth. Activities will reflect the different modalities of students in their learning environment. Responsible staff will monitor

students' progress on an ongoing basis to assess the effectiveness of the strategies used to stimulate critical and applied thinking.

1.

**B. Key personnel and other resources used to implement each strategy/activity**

Principal, Assistant Principals, Educational Consultants /Staff Developers (internal and external), ELA Coach including classroom teachers and ESL teachers.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

All classroom Teachers (Grade 1-5) including teachers of English Language Learners and Students with disabilities Evidence of meetings held with documented identification of trends and consistency issues.

- Teacher Observations and Feedback, Planning Conferences, Self Assessments, Trending Meetings, and Professional Development Logs reflect appropriate Supports provided.

- Collected student work and data demonstrating teacher strategies used and implementation of these strategies or resources and their positive impact on student growth.

Assessment data collected is used to monitor student progress toward academic achievement. Effectiveness is measure through cycle of Inquiry conducted by teachers throughout the execution of lessons (Assess, form Groups, Adjust Lesson, Re-teach, Re-assess).

**D. Timeline for implementation and completion including start and end dates**

1. September 2013 through June 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. School scheduled is organized to allow more days of common preps
2. Teacher Assistants are assigned groups of students for small group instruction during instructional time and RTI
3. Professional development and conferences are offered to teachers to be kept abreast on trends in education such as Danielson's Framework for Teaching, Differentiation, and are expected to turn –key information to colleagues at Wednesday's Professional Development and Thursday's ADVANCE DATA Day PDs
4. Budget funds arte move around to support areas of needs on consistent basis
5. Teachers are provided additional coverage by ATRs and/or in-house staff  
Differentiations within instructional expectations are seen throughout curriculum and student work products of activities.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

- School messages translated in different languages are disseminated to inform parents about curriculum, testing, special events and additional opportunities for their children to participate in programs targeted to certain populations.
- Written and oral translations in Spanish, Creole and Arabic; oral translation in Fulani.
- Parent orientation meeting provided for parents of English Language Learners
- Use of the School Messenger Service to inform parents about academic opportunities for their children as well as special events.
- Regularly scheduled parent conferences.
- Active staff/parent involvement in the School Leadership Team.
- A full-time position of parent coordinator designed to increase parent involvement.

- Participation in culminating activities from instructional units such as cultural celebrations
  - Outreach; Parent Newsletter (FAST, Families and School Together; for parents to share their views, stories)
  - Parent Workshops and training (e.g. ARIS Parent Link, Curriculum; a Learning Leadership Program, How can I support my child for NYS testing)
  - Family fun night events ( e.g. pop-up booking making, crocheting, chorus, cooking with your child, Parent Poetry Night and Talent Show)
  - A monthly parent resource brochure to be distributed
  - Autumn Harvest Dance – Parents and Children Collecting Cans for the Homeless
  - Winter Wonderland Meeting and Greeting – promoting parent togetherness and providing gifts for children of all ages (Christmas Holiday)
- Uniform Exchange Program & Student Emergency Closet (where uniforms are exchanged, washed; and items purchased by PTA for student accidents)

**Budget and Resource Alignment**

|   |                 |          |                 |          |                  |          |                  |          |                  |          |               |
|---|-----------------|----------|-----------------|----------|------------------|----------|------------------|----------|------------------|----------|---------------|
| Indicate using an "X" the fund source(s) that your school is using to support the instructional goal. |                 |          |                 |          |                  |          |                  |          |                  |          |               |
| <b>x</b>  | <b>Tax Levy</b> | <b>x</b> | <b>Title IA</b> | <b>x</b> | <b>Title IIA</b> | <b>x</b> | <b>Title III</b> | <b>x</b> | <b>Set Aside</b> | <b>x</b> | <b>Grants</b> |
| List any additional fund sources your school is using to support the instructional goal below.        |                 |          |                 |          |                  |          |                  |          |                  |          |               |
|   |                 |          |                 |          |                  |          |                  |          |                  |          |               |

**Goal and Action Plan #2**

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**

|   |
|---|
| Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.   |
| By June 2014, 60% of students in grade 3-5, including students with disabilities (SWD), and English Language Learners (ELL) will increase in reading fluency and reading comprehension by at least one grade level by means of RTI. Progressing monitoring will be measured using several assessment tools: DIBELS, Fountas and Pinnell, benchmark assessments, interim assessments, Istation, IReady, teacher generated assessments and access to Learning A-Z online literacy resources |

**Comprehensive Needs Assessment**

|   |
|---|
| Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.  |
| After analyzing student performance data on recent assessments, it was determined that while a few students have increased in performance, the majority have decreased. We noted challenges and difficulties in reading comprehension and writing skills throughout the grades. With that in mind, all of our students have specific priority goals for the 2013-2014 school year. Through the implementation of Pearson’s Ready Gen and a combination of effective, shared and differentiated literacy practices, all students are expected to show growth in reading comprehension. |

**Instructional Strategies/Activities**

|  |
|--|
| Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. |
| <b>A. Strategies/activities that encompass the needs of identified subgroups</b>   |
| Description of Response to Intervention (RTI) Literacy Clinic  |
| Our RTI Literacy Clinic runs in three cycles:  |
| 1) Beginning of the Year - September to November   |
| 2) Middle of the Year, December – February   |
| 3) End of the Year, March - May  |
| Our RTI Literacy Clinic includes four (4) key proficiencies: tiered instruction, creating and administering assessments, monitoring student progress on an ongoing basis, and making decisions about student placement based on data.  |

Student Selection: Eligibility for RTI services are determined by:

- State Level Assessments
- School – wide formative assessments- F&P and DIBELS
- Child Study Team recommendations
- Supervisor/Teacher referrals

Our RTI Literacy Clinic is held on Mondays, Tuesdays, and Wednesdays 2-2:40 p.m. At the start of 7<sup>th</sup> period, students transition with adult supervision to their RTI reading groups. All Pedagogical Staff including Related Services and Teaching Assistants work with a pre-determined group of students based on Fountas & Pinnell reading levels. In Tier I (1:10 students per group), students focus on specific skills needed and their reading levels. In Tier II (Strategic Instruction - 1:10 students per group, including ESL/ELL), students work with instructor on areas of weakness as identified through collaboration from test results and teacher observations with particular emphasis on fluency and comprehension skills. In Tier III (Intensive Instruction - 1:6 students per group), students work with reading teachers on areas of weakness with a particular emphasis on helping them to learn phonics, phonemic awareness, vocabulary and the foundations of reading.

The RTI Team works with administration to monitor progress of Tier 2 and Tier 3 students every 2-3 weeks using DIBELS and Tier 1 students 3x per year, using Fountas & Pinnell Reading Assessment, If students are not making adequate progress, the Team meets to address issues and discuss next steps.

1.

**B. Key personnel and other resources used to implement each strategy/activity**

Principal, Assistant Principals, Educational Consultants/ Staff Developers (internal and external), ELA Coach, SETTS Instructor, RTI Coordinator, Classroom Teachers, ESL Teachers, and AIS Teachers.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

Grades 1-5 students including students in the ELL and SWD subgroups; and at risk students.

Evidence of meetings held with documented identification of trends and consistency issues.

- Teacher Observations and Feedback, Planning Conferences, Self Assessments, Trending Meetings, and Professional Development Logs reflect appropriate

Supports provided.

- Collected student work and data demonstrating teacher strategies used and implementation of these strategies or resources and their positive impact on student growth.

Assessment data collected is used to monitor student progress toward academic achievement. Effectiveness is measure through cycle of Inquiry conducted by teachers throughout the execution of lessons (Assess, form Groups, Adjust Lesson, Re-teach, Re-assess).

**D. Timeline for implementation and completion including start and end dates**

1. September 2013 through June 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

6. School scheduled is organized to allow more days of common preps

7. Teacher Assistants are assigned groups of students for small group instruction during instructional time and RTI

8. Professional development and conferences are offered to teachers to be kept abreast on trends in education such as Danielson's Framework for Teaching,

- Differentiation, and are expected to turn –key information to colleagues at Wednesday’s Professional Development and Thursday’s ADVANCE DATA Day PDs
- 9. Budget funds arte move around to support areas of needs on consistent basis
- 10. Teachers are provided additional coverage by ATRs and/or in-house staff
- 11. Differentiation within instructional expectations are seen throughout curriculum and student work products

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

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

- School messages translated in different languages are disseminated to inform parents about curriculum, testing, special events and additional opportunities for their children to participate in programs targeted to certain populations.
- Written and oral translations in Spanish, Creole and Arabic; oral translation in Fulani.
- Parent orientation meeting provided for parents of English Language Learners
- Use of the School Messenger Service to inform parents about academic opportunities for their children as well as special events.
- Regularly scheduled parent conferences.
- Active staff/parent involvement in the School Leadership Team.
- A full-time position of parent coordinator designed to increase parent involvement.
- Participation in culminating activities from instructional units such as cultural celebrations
- Outreach; Parent Newsletter (FAST, Families and School Together; for parents to share their views, stories)
- Parent Workshops and training (e.g. ARIS Parent Link, Curriculum; a Learning Leadership Program, How can I support my child for NYS testing)
- Family fun night events ( e.g. pop-up booking making, crocheting, chorus, cooking with your child, Parent Poetry Night and Talent Show)
- A monthly parent resource brochure to be distributed
- Autumn Harvest Dance – Parents and Children Collecting Cans for the Homeless
- Winter Wonderland Meeting and Greeting – promoting parent togetherness and providing gifts for children of all ages (Christmas Holiday)
- Uniform Exchange Program & Student Emergency Closet (where uniforms are exchanged, washed; and items purchased by PTA for student accidents)

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

|          |                 |          |                 |          |                  |          |                  |          |                  |          |               |
|----------|-----------------|----------|-----------------|----------|------------------|----------|------------------|----------|------------------|----------|---------------|
| <b>x</b> | <b>Tax Levy</b> | <b>x</b> | <b>Title IA</b> | <b>x</b> | <b>Title IIA</b> | <b>x</b> | <b>Title III</b> | <b>x</b> | <b>Set Aside</b> | <b>x</b> | <b>Grants</b> |
|----------|-----------------|----------|-----------------|----------|------------------|----------|------------------|----------|------------------|----------|---------------|

List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #3**

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 100% of the units of study will be aligned to the key Common Core Learning Standards as evidenced by unit plans, student work products, and classroom observations and measured by student performance on the Citywide Instructional Expectations.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

After assessing our curriculum maps, an analysis of teacher observations and teacher feedback, it was determined that our units of study needed to be revised to meet the needs of the diverse student population. Our instruction was not cohesive to Common Core Learning Standards therefore our children lacked the proper support and instruction they needed in key areas. As a result the curriculum was modified and units of study were created based on students need. In addition it was also evident that our teachers needed more professional development in the Common Core Learning Standards. In order to ensure our units of study are fully aligned to the CCLS, our goal

for the 2013-2014 school year is to have 100% of our units of study in alignment with the Common Core Learning Standards.

***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

: 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/Math and its alignment to the curriculum classroom instruction and the current citywide instructional expectations.

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

Periodic Assessments -- to monitor growth and revise curriculum as needed ESL

Sensitivity and Awareness – to better serve the linguistically 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.

Curriculum Redesign: Common Core Learning Standard will be used as a foundation to develop curriculum units of study. Emphasis will be placed on the Power Standards and the units of study will be revised periodically depending on the gaps or flaws in student performance. Standards will be unwrapped with regards to what students should learn and how they will learn. These will be the basis used to create the units of study as well as ensuring that they are fully aligned to the standards.

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 analyze students work and use data to create an action plan which will then be used as the basis for differentiated instruction and lesson planning. Teachers will be equipped 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 the units of study to identify deficiencies and make modifications that will improve student performance and ensure that it is aligned with the Common Core Learning Standards.

**B. Key personnel and other resources used to implement each strategy/activity**

1. Principal, Assistant Principals, Educational Consultants /Staff Developers (internal and external), Classroom teachers

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

Teacher teams of grades K-5

Grades K-5 students including students in the ELL and SWD subgroups; and at risk students.

Evidence of meetings held with documented identification of trends and consistency issues.

- Teacher Observations and Feedback, Planning Conferences, Self Assessments, Trending Meetings, and Professional Development Logs reflect appropriate

Supports provided.

- Collected student work and data demonstrating teacher strategies used and implementation of these strategies or resources and their positive impact on student growth.

Assessment data collected is used to monitor student progress toward academic achievement. Effectiveness is measure through cycle of Inquiry conducted by teachers throughout the execution of lessons (Assess, form Groups, Adjust Lesson, Re-teach, Re-assess).

**D. Timeline for implementation and completion including start and end dates**

1. September 2013 through June 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

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- Budget funds arte move around to support areas of needs on consistent basis
- Teachers are provided additional coverage by ATRs and/or in-house staff
- Differentiation within instructional expectations are seen throughout curriculum and student work products

**Strategies to Increase Parental Involvement**

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**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

|          |                 |          |                 |          |                  |          |                  |          |                  |          |               |
|----------|-----------------|----------|-----------------|----------|------------------|----------|------------------|----------|------------------|----------|---------------|
| <b>x</b> | <b>Tax Levy</b> | <b>x</b> | <b>Title IA</b> | <b>x</b> | <b>Title IIA</b> | <b>x</b> | <b>Title III</b> | <b>x</b> | <b>Set Aside</b> | <b>x</b> | <b>Grants</b> |
|----------|-----------------|----------|-----------------|----------|------------------|----------|------------------|----------|------------------|----------|---------------|

List any additional fund sources your school is using to support the instructional goal below.

## Goal and Action Plan #4

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- By June 2014, we will increase 50% growth in teacher effectiveness with a focus on questioning and discussions using the ADVANCE system to measure teacher growth.

### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

- Our Instructional focus for the 2013-2014 school year is to improve students reading comprehension levels by demonstrating their knowledge in writing daily. Instruction in reading comprehension will include the use of graphic organizers, differentiated processes and content designed based on student needs and learning styles.
- 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 2013-2014 school year is to have 50% growth of teachers effectiveness, to build capacity by improving outcomes in planning, teaching practice, delivery and supporting collaborative inquiry through research and evidence based methodologies.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. **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.
2. CFN 401 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.
3. Administrators will attend CSA provided trainings and workshops series on the CCLS and instructional tasks.
4. Department teams will analyze student work throughout the 2013-2014 school year to understand gaps in student learning, identify trends and inform the revision of their instructional units and curriculum
  - a. During these meetings, department teams will refine curriculum units on Rubicon Atlas and engage in a structured protocol to ensure alignment with the selected Common Core Learning standards on Atlas Rubicon and update existing plans and units.
  - b. 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.
  - c. School leadership will meet bi-weekly with grade team leaders, and coordinate this work across the grades and assess the quality of work being performed.
  - d. Instructional lead teachers have been identified for Early Childhood, Upper Elementary and will be offered additional compensation for their work.
5. Additional resources will be purchased by administration, as suggested on Engage NYC, to align Common Core library materials in order to complete tasks.
6. Continued partnership as a recipient of the Title IID grant to enhance professional development and onsite support.
7. Teacher lead professional development to share best practices.

#### Ongoing Implementation /Use of Data:

- By the end of the 2013-2014 school year, school leaders and teachers will have a better grasp and working knowledge of effective teacher practice and that of their colleagues, as observed in a training video. They should be able to determine whether their practice reflects a rating of Highly Effective, Effective, Developing, or Ineffective across the selected competencies.
- 90% of teachers will participate in at least 12 hours of professional development throughout the 2013-2014 school year to integrate technology and technological tools (such as videos, smart boards, i-pads) in their teacher practice to support learning. They will also engage in inter-classroom visitations to observe best practices. 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 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.

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 incorporate the peer to peer (buddy) 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.

As a school community, we will:

Formulate a deeper understanding of the terms below, by defining each and developing big ideas that relate to their meanings in our inquiry team meetings while reviewing student work.

Continue to develop effective teaching practices through ongoing discussions on what effective teaching practices look like, feel like and sound like. Although we focus on all twenty-two (22) competencies of the Danielson rubric, we strategically use the rubric by placing emphasis on the following areas in order to build teacher practice in relation to our instructional focus:

- Designing Coherent Instruction
- Questioning and Discussion Techniques
- Using Assessment in Instruction

Use of the Danielson Framework to establish a normative instructional culture, rigorous standards, instructional benchmarks and highly engaging lessons.

**B. Key personnel and other resources used to implement each strategy/activity**

Principal, Assistant Principals, Educational Consultants /Staff Developers (internal and external), ELA Coach and Data Specialist and Classroom Teachers.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

Pre-Kindergarten – 5th grade teachers and out of classroom teachers.

Evidence of meetings held with documented identification of trends and consistency issues.

- Teacher Observations and Feedback, Planning Conferences, Self Assessments, Trending Meetings, and Professional Development Logs reflect appropriate Supports provided.

- Collected student work and data demonstrating teacher strategies used and implementation of these strategies or resources and their positive impact on student growth.

Assessment data collected is used to monitor student progress toward academic achievement. Effectiveness is measure through cycle of Inquiry conducted by teachers throughout the execution of lessons (Assess, form Groups, Adjust Lesson, Re-teach, Re-assess).

**D. Timeline for implementation and completion including start and end dates**

1. September 2013 through June 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- 2. School scheduled is organized to allow more days of common preps
- 3. Teacher Assistants are assigned groups of students for small group instruction during instructional time and RTI
- 4. Professional development and conferences are offered to teachers to be kept abreast on trends in education such as Danielson’s Framework for Teaching, Differentiation, and are expected to turn –key information to colleagues at Wednesday’s Professional Development and Thursday’s ADVANCE DATA Day PDs
- 5. Budget funds arte move around to support areas of needs on consistent basis
- 6. Teachers are provided additional coverage by ATRs and/or in-house staff
- 7. Differentiation within instructional expectations are seen throughout curriculum and student work products

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

- School messages translated in different languages are disseminated to inform parents about curriculum, testing, special events and additional opportunities for their children to participate in programs targeted to certain populations.
  - Written and oral translations in Spanish, Creole and Arabic; oral translation in Fulani.
  - Parent orientation meeting provided for parents of English Language Learners
  - Use of the School Messenger Service to inform parents about academic opportunities for their children as well as special events.
  - Regularly scheduled parent conferences.
  - Active staff/parent involvement in the School Leadership Team.
  - A full-time position of parent coordinator designed to increase parent involvement.
  - Participation in culminating activities from instructional units such as cultural celebrations
  - Outreach; Parent Newsletter (FAST, Families and School Together; for parents to share their views, stories)
  - Parent Workshops and training (e.g. ARIS Parent Link, Curriculum; a Learning Leadership Program, How can I support my child for NYS testing)
  - Family fun night events ( e.g. pop-up booking making, crocheting, chorus, cooking with your child, Parent Poetry Night and Talent Show)
  - A monthly parent resource brochure to be distributed
  - Autumn Harvest Dance – Parents and Children Collecting Cans for the Homeless
  - Winter Wonderland Meeting and Greeting – promoting parent togetherness and providing gifts for children of all ages (Christmas Holiday)
- Uniform Exchange Program & Student Emergency Closet (where uniforms are exchanged, washed; and items purchased by PTA for student accidents)

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

|          |                 |          |                 |          |                  |          |                  |          |                  |          |               |
|----------|-----------------|----------|-----------------|----------|------------------|----------|------------------|----------|------------------|----------|---------------|
| <b>x</b> | <b>Tax Levy</b> | <b>x</b> | <b>Title IA</b> | <b>x</b> | <b>Title IIA</b> | <b>x</b> | <b>Title III</b> | <b>x</b> | <b>Set Aside</b> | <b>x</b> | <b>Grants</b> |
|----------|-----------------|----------|-----------------|----------|------------------|----------|------------------|----------|------------------|----------|---------------|

List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #5**

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 #5**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- By June 2014, 100% of our students in grades K-5 will participate in Anti-Bullying / Character Education Program.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

In order to address and enhance the Academic and Personal Behaviors of students, we have used information from feedback from OORS (On Line Reporting System), and Teachers SAVE

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

Activity #1: As a school community:

1. Teacher Teams will design an engaging, rigorous, coherent curriculum that emphasized Character Education and integrates Common Core State Standard tasks for
2. Grades K-5.
3. We will provide training to parents on practices and routing that promote pro-social skills.
4. The Character Education Program will serve as a proactive approach to promote positive character building from all students in Kindergarten through fifth grade. The Program will focus on the Six Pillars of Character (Respect, Trustworthiness, Responsibility, Caring, Fairness and Citizenship).
5. The PD Team will consistently gather, analyze and share information on student learning outcomes to understand school and student progress over time.
6. An annual drive will be held under the leadership of the guidance counselor and Dean (SAVE Room Personnel) to ensure that students improve their interpersonal skills to resolve conflicts non-violently and to seek help when it is necessary.
7. Targeted students' behaviors will be tracked using teacher anecdotal, OORS and SAVE Room referrals.
8. Monthly assembly programs will celebrate grade level and student accomplishments.
9. RTI Team will consistently engage in the use of data to set and track suitable high goals for accelerating student learning.
10. Using behavior anecdotal, OORS and SAVE Room referrals, the SSST will set goals to improve targeted student behavior, hence improving student success.
11. The Administrative Team will align professional collaboration around meeting the school's goals and student learning and emotional needs.
12. We will collaborate with parents and students to create a school-wide code of conduct that reinforces the New York City Chancellor's Regulation.

Activity #2:

The SSST will monitor and evaluate progress throughout the year, adapt plans and practices to meet school goals for accelerated learning. The RTI Team will review targeted students' action plans and revise as deemed necessary.

**B. Key personnel and other resources used to implement each strategy/activity**

1. Principal, Assistant Principals, Educational Consultants /Staff Developers (internal and external), Guidance Counselor, Dean, Coaches, SETTS Instructor, RTI Coordinator, and Classroom Teachers.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

Pre-Kindergarten – 5th grade teachers and out of classroom teachers

Evidence of meetings held with documented identification of trends and consistency issues.

- Teacher Observations and Feedback, Planning Conferences, Self Assessments, Trending Meetings, and Professional Development Logs reflect appropriate

Supports provided.

- Collected student work and data demonstrating teacher strategies used and implementation of these strategies or resources and their positive impact on student growth.

Assessment data collected is used to monitor student progress toward academic achievement. Effectiveness is measure through cycle of Inquiry conducted by teachers

throughout the execution of lessons (Assess, form Groups, Adjust Lesson, Re-teach, Re-assess).

**D. Timeline for implementation and completion including start and end dates**

1. September 2013 through June 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Collaboration with Medgar Evers College Male Mentoring Program
2. Develop relationship with NYPD Community Affairs Officers
3. Develop in-house mentoring program targeting respective genders led by staff members of same gender
4. Guidance team visits classroom and conducts prevention sessions

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- School messages translated in different languages are disseminated to inform parents about curriculum, testing, special events and additional opportunities for their children to participate in programs targeted to certain populations.
- Written and oral translations in Spanish, Creole and Arabic; oral translation in Fulani.
- Parent orientation meeting provided for parents of English Language Learners
- Use of the School Messenger Service to inform parents about academic opportunities for their children as well as special events.
- Regularly scheduled parent conferences.
- Active staff/parent involvement in the School Leadership Team.
- A full-time position of parent coordinator designed to increase parent involvement.
- Participation in culminating activities from instructional units such as cultural celebrations
- Outreach; Parent Newsletter (FAST, Families and School Together; for parents to share their views, stories)
- Parent Workshops and training (e.g. ARIS Parent Link, Curriculum; a Learning Leadership Program, How can I support my child for NYS testing)
- Family fun night events ( e.g. pop-up booking making, crocheting, chorus, cooking with your child, Parent Poetry Night and Talent Show)
- A monthly parent resource brochure to be distributed
- Autumn Harvest Dance – Parents and Children Collecting Cans for the Homeless

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| x  | Tax Levy | x | Title IA | x | Title IIA | x | Title III | x | Set Aside | x | Grants |
|--|----------|---|----------|---|-----------|---|-----------|---|-----------|---|--------|
| List any additional fund sources your school is using to support the instructional goal below. |          |   |          |   |           |   |           |   |           |   |        |
|  |          |   |          |   |           |   |           |   |           |   |        |

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

***Description***

| <b>Type of Academic Intervention Service (AIS)</b> | <b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>   | <b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b> | <b>When the service is provided (e.g. during the school day, before or after school, etc.)</b> |
|--|---|--|--|
| <b>ELA</b>   | <p>A Comprehensive Literacy Program using supporting Ready Gen materials will be utilized to develop proficiency in reading and writing in the Common Core Learning Standards.</p> <p>Use of Read Aloud</p> <p>Think Alouds and repeated readings of significant texts</p> <p>Word Study</p> <p>Well stocked Classroom Libraries</p> <p>Additional Guided Reading Writing Resource Materials</p> <p>Targeted support to students based on need: Phonemic Awareness, Reading Comprehension, Vocabulary,</p> <p>Interactive writing, Guided Reading, Accountable Talk</p> | <p>Small Group instruction</p> <p>One to one instruction</p> <p>Tutoring</p>         | <p>During the school day</p> <p>After School (English Language Learners)</p>                   |
| <b>Mathematics</b>                                 | <p>Balanced approach to development of fluency, deep understanding and application</p> <p>Targeted support and/or differentiated instruction to students based on need</p> <p>Use of manipulative and math tools provided in Go Math</p>  | <p>Small Group instruction</p> <p>One to one instruction</p> <p>Tutoring</p>         | <p>During the school day</p> <p>After School (English Language Learners)</p>                   |

|   |  |  |                                    |
|---|--|--|------------------------------------|
|   | <p>Flexible groupings for re-teaching</p> <p>Additional Guided Math Resource Materials available</p> <p>Use of Technology: IXL, IPAD</p> <p>Apps – Motion Math</p>   |  |                                    |
| <b>Science</b>  | <p>Explicit instruction in reading informational text</p> <p>Strengthen academic vocabulary</p> <p>Discussions and questioning</p> <p>Multi media resources</p>  | Small Group instruction and one to one instruction | During the school day – 2 x weekly |
| <b>Social Studies</b>   | <p>Explicit instruction in reading informational text</p> <p>Strengthen academic vocabulary</p> <p>Discussions and questioning</p> <p>Multi media resources</p>  | Small Group instruction and one to one instruction | During the school day – 3 x weekly |
| <b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b> | <p>Guidance Counselor provides mandated counseling, group and individual counseling and at-risk counseling (60)</p> <p>School Psychologist – counseling at risk, crisis intervention as needed,</p> <p>Class support (Tues., Thur, Friday) for Kindergarten students not meeting standards (25-30)</p> | Small group and one to one counseling              | During the Day                     |

|  |   |  |  |
|--|---|--|--|
|  | <p>Social Worker – at risk counseling, crisis intervention, class support,</p> <p>Support, intervention and work with shelter children / homeless (25-30)</p> |  |  |
|--|---|--|--|

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

|  |                                  |  |   |
|--|----------------------------------|--|---|
| Indicate with an "X" your school's Title I Status. |                                  |  |   |
| <b>x</b>   | <b>School Wide Program (SWP)</b> |  | <b>Targeted Assistance (TA) Schools</b> |
|  |                                  |  | <b>Non-Title I</b>                      |

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

|   |
|---|
| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.  |
| <ul style="list-style-type: none"> <li>• Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers.</li> <li>• Opportunities are in place to hire existing staff based on their upgraded qualifications and best practices.</li> <li>• The pupil personnel secretary works closely with the Network HR point person to ensure that non- HQT meet all required documentation and assessment deadlines.</li> <li>• Mentors are assigned to support new and/or struggling teachers. Opportunities are created for staff to have inter-visitation with lead teachers other pedagogues to improve their craft.</li> <li>• Teachers are provided high quality professional development opportunities on effective teaching practices. These sessions are offered by the Network Instructional Specialists, professional consultants, administrative staff and pedagogues who have developed expertise in particular areas.</li> </ul> |

**High Quality and Ongoing Professional Development**

|  |
|--|
| Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).   |
| <p>Teachers are offered professional development to attend from network, DOE, and educational entities</p> <p>Monthly staff meeting incorporates topics based on research articles, Danielson, and current educational trend to support teachers development to be Highly Qualified</p> <p>In-house workshops are offered by staff, coaches, and consultants</p> |

**Coordination and Integration of Federal, State, and Local Services and Programs**

|  |
|--|
| Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).   |
| <p>Funds for STH were aside to support students in need of clothing, school materials, and other emergency needs</p> <p>Guidance department conducted weekly bully prevention presentation in classes throughout school</p> <p>Community Affairs Officers from local precinct presents safety, bully prevention, and importance of education information on monthly basis to grade level K-5</p> |

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

|  |
|--|
| Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).  |
| <p>Open house invitation are extended to parents to attend to acquire information on programs from grades K-5)</p> <p>Pre-k students begin transition program from May to June within school by visiting Kindergarten classes, eating lunch in the cafeteria, and having social interaction with Kindergarten students</p> |

**Measures to Include Teachers in Decisions Regarding Assessments**

|   |
|---|
| Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction. |
|---|

Teachers are part of team made up of Principal, Assistant Principals, Coaches, and other members of PD team to discuss selection of appropriate assessment measures  
Use of Early Child Hood partnership such as Quality Stars and Robin Hood program as advisory consultants assists process of developing quality early childhood program

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required 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.

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**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 1<sup>st</sup> 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**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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 consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- In order to provide a high quality curriculum and instructional program, all educators need to be committed to being lifelong learners. It is therefore imperative that all our grades are equipped with a clearly outlined curriculum that caters to the differentiated needs of ALL students. This will help to ensure that students are on the path to develop all skills necessary to become college and career ready. Anthony Alvarado states, "How well the teachers are learning determines how well the students are learning." The pedagogues are instrumental in creating and modifying the curriculum. Our teachers will meet regularly 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 current Common Core Learning Standards.
- Teachers on each grade level/subject area will follow a curriculum map which was developed by appropriately licensed classroom teachers, using Common Core Learning 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. Our instructional belief is based on the work by Lev Vygotsky who emphasized the fact that social learning usually comes before development. He emphasized that culture, social factors and the role of language are key to cognitive development. Vygotsky suggests that teachers should use cooperative learning activities to enhance peer to peer interactions.
- The students will be given many resources to assist them in their educational journey; appropriate text books, classroom leveled libraries, access to technology through the use of smart-boards, laptops, I-pads and computers.

*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 1<sup>st</sup> 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;
- 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 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;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent 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;

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;

- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

|   |                         |                          |
|---|-------------------------|--------------------------|
| District <b>17</b>                        | Borough <b>Brooklyn</b> | School Number <b>375</b> |
| School Name <b>Jackie Robinson School</b> |                         |                          |

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

|  |   |
|--|---|
| Principal <b>Dr. Marion Wilson</b>                                 | Assistant Principal <b>Kirk Wilkinson</b> |
| Coach <b>Yvonne Roberts (Math)</b>                                 | Coach <b>Shirley Williams (ELA)</b>       |
| ESL Teacher <b>Joyce Oxley</b>                                     | Guidance Counselor <b>Verold Matthew</b>  |
| Teacher/Subject Area <b>Alvin Richardson (ESL)</b>                 | Parent <b>Alisha John</b>                 |
| Teacher/Subject Area <b>Rachel Murphy</b>                          | Parent Coordinator <b>Robin Graham</b>    |
| Related Service Provider <b>Beverley Jackson (Special Ed)</b>      | Other <b>Nomvuyo Hyman</b>                |
| Network Leader(Only if working with the LAP team) <b>type here</b> | Other <b>type here</b>                    |

### C. Teacher Qualifications

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

|   |          |  |          |  |          |
|---|----------|--|----------|--|----------|
| Number of certified ESL teachers currently teaching in the ESL program.           | <b>2</b> | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program                                  | <b>0</b> | Number of teachers who hold both content area and ESL certification          | <b>0</b> |
| Number of certified bilingual teachers currently teaching in a bilingual program  | <b>0</b> | Number of certified NLA/foreign language teachers  | <b>0</b> | Number of teachers who hold both a bilingual extension and ESL certification | <b>0</b> |
| Number of certified ESL teachers <u>not</u> currently teaching in the ESL program | <b>0</b> | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | <b>0</b> | Number of special education teachers with bilingual extensions               | <b>0</b> |

### D. Student Demographics

|  |            |                      |            |   |               |
|--|------------|----------------------|------------|---|---------------|
| Total number of students in school (Excluding Pre-K) | <b>521</b> | Total number of ELLs | <b>103</b> | ELLs as share of total student population (%) | <b>19.77%</b> |
|--|------------|----------------------|------------|---|---------------|

## Part II: 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 #   |
| <b>Transitional Bilingual Education</b><br>(60%:40% → 50%:50% → 75%:25%) |          |          | 0        |          |          |          |          |          |          |          |          |          |          | 0         |
| <b>Dual Language</b><br>(50%:50%)  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| <b>Freestanding ESL</b>  |          |          |          |          |          |          |          |          |          |          |          |          |          |           |
| Pull-out   | 2        |          | 2        | 2        | 2        | 2        |          |          |          |          |          |          |          | 10        |
| Discrete ESL class   |          | 1        |          |          |          |          |          |          |          |          |          |          |          | 1         |
| <b>Total</b>   | <b>2</b> | <b>1</b> | <b>2</b> | <b>2</b> | <b>2</b> | <b>2</b> | <b>0</b> | <b>11</b> |

### B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |     |  |    |                                |    |
|-----------------------------|-----|--|----|--------------------------------|----|
| All ELLs                    | 103 | Newcomers (ELLs receiving service 0-3 years) | 78 | ELL Students with Disabilities | 27 |
| SIFE                        | 0   | ELLs receiving service 4-6 years             | 14 | Long-Term (completed 6+ years) | 1  |

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 SWD. [?](#)

| ELLs by Subgroups |                  |                                    |
|-------------------|------------------|------------------------------------|
| ELLs (0-3 years)  | ELLs (4-6 years) | Long-Term ELLs (completed 6 years) |

|               | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | Total |
|---------------|-----|------|-----|-----|------|-----|-----|------|-----|-------|
| TBE           |     |      |     |     |      |     |     |      |     | 0     |
| Dual Language |     |      |     |     |      |     |     |      |     | 0     |
| ESL           | 84  | 0    | 18  | 14  | 0    | 8   | 5   | 0    | 5   | 103   |
| Total         | 84  | 0    | 18  | 14  | 0    | 8   | 5   | 0    | 5   | 103   |

Number of ELLs who have an alternate placement paraprofessional: 5

### 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 |
| SELECT ONE                                     |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| SELECT ONE                                     |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| SELECT ONE                                     |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>TOTAL</b>                                   | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |

\*EP=English proficient student

| 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 | EL    | EP |
| SELECT ONE                                     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 0     | 0  |
| SELECT ONE                                     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 0     | 0  |
| SELECT ONE                                     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 0     | 0  |
| <b>TOTAL</b>                                   | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0     | 0  |

| Dual Language (ELLs/EPs)                       |     |    |     |    |     |    |     |    |       |    |
|--|-----|----|-----|----|-----|----|-----|----|-------|----|
| 9-12   |     |    |     |    |     |    |     |    |       |    |
| Number of ELLs by Grade in Each Language Group |     |    |     |    |     |    |     |    |       |    |
|  | 9   |    | 10  |    | 11  |    | 12  |    | TOTAL |    |
|  | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL   | EP |
| SELECT ONE                                     |     |    |     |    |     |    |     |    | 0     | 0  |
| SELECT ONE                                     |     |    |     |    |     |    |     |    | 0     | 0  |
| SELECT ONE                                     |     |    |     |    |     |    |     |    | 0     | 0  |

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

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

|              | 9   |    | 10  |    | 11  |    | 12  |    | TOTAL |    |
|--------------|-----|----|-----|----|-----|----|-----|----|-------|----|
|              | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL   | EP |
| <b>TOTAL</b> | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0     | 0  |

**This Section for Dual Language Programs Only**

|   |                                    |                  |
|---|------------------------------------|------------------|
| Number of Bilingual students (students fluent in both languages): | Number of third language speakers: |                  |
| Ethnic breakdown of EPs (Number):                                 |                                    |                  |
| African-American: ____  | Asian: ____                        | Hispanic/Latino: |
| Native American: ____   | White (Non-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      | 18 | 17 | 10 | 4  | 5  | 7  |   |   |   |   |    |    |    | 61    |
| Chinese      |    |    |    |    |    |    |   |   |   |   |    |    |    | 0     |
| Russian      |    |    |    |    |    |    |   |   |   |   |    |    |    | 0     |
| Bengali      | 1  |    |    |    |    |    |   |   |   |   |    |    |    | 1     |
| Urdu         |    |    |    |    |    |    |   |   |   |   |    |    |    | 0     |
| Arabic       | 5  | 8  | 3  | 1  | 1  | 2  |   |   |   |   |    |    |    | 20    |
| Haitian      | 0  | 1  | 1  | 3  | 2  | 1  |   |   |   |   |    |    |    | 8     |
| French       |    |    |    |    |    |    |   |   |   |   |    |    |    | 0     |
| Korean       |    |    |    |    |    |    |   |   |   |   |    |    |    | 0     |
| Punjabi      |    |    |    |    |    |    |   |   |   |   |    |    |    | 0     |
| Polish       |    |    |    |    |    |    |   |   |   |   |    |    |    | 0     |
| Albanian     |    |    |    |    |    |    |   |   |   |   |    |    |    | 0     |
| Other        | 1  | 3  | 2  | 2  | 3  | 2  |   |   |   |   |    |    |    | 13    |
| <b>TOTAL</b> | 25 | 29 | 16 | 10 | 11 | 12 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 103   |

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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) | 20 | 8 | 6 | 2 | 5 | 6 |   |   |   |   |    |    |    | 47    |

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) |    |    |    |    |    |    |   |   |   |   |    |    |    |       |
|---|----|----|----|----|----|----|---|---|---|---|----|----|----|-------|
|   | K  | 1  | 2  | 3  | 4  | 5  | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Intermediate(I)   | 5  | 11 | 7  | 2  | 2  | 2  |   |   |   |   |    |    |    | 29    |
| Advanced (A)  | 0  | 10 | 3  | 6  | 4  | 4  |   |   |   |   |    |    |    | 27    |
| Total   | 25 | 29 | 16 | 10 | 11 | 12 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 103   |

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

| NYS ELA               |         |         |         |         |       |
|-----------------------|---------|---------|---------|---------|-------|
| Grade                 | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3                     | 10      | 3       | 1       | 0       | 14    |
| 4                     | 5       | 1       | 0       | 0       | 6     |
| 5                     | 15      | 4       | 0       | 0       | 19    |
| 6                     |         |         |         |         | 0     |
| 7                     |         |         |         |         | 0     |
| 8                     |         |         |         |         | 0     |
| NYSAA Bilingual (SWD) |         |         |         |         | 0     |

| NYS Math |         |    |         |    |         |    |         |    |       |
|----------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade    | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|          | English | NL | English | NL | English | NL | English | NL |       |
| 3        | 7       |    | 6       |    | 3       |    | 0       |    | 16    |
| 4        | 5       |    | 6       |    | 1       |    | 0       |    | 12    |
| 5        | 18      |    | 2       |    | 0       |    | 0       |    | 20    |
| 6        |         |    |         |    |         |    |         |    | 0     |
| 7        |         |    |         |    |         |    |         |    | 0     |

| NYS Math              |         |    |         |    |         |    |         |    |       |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade                 | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                       | English | NL | English | NL | English | NL | English | NL |       |
| 8                     |         |    |         |    |         |    |         |    | 0     |
| NYSAA Bilingual (SWD) |         |    |         |    |         |    |         |    | 0     |

| NYS Science           |         |    |         |    |         |    |         |    |       |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                       | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                       | English | NL | English | NL | English | NL | English | NL |       |
| 4                     | 3       |    | 2       |    | 7       |    | 0       |    | 12    |
| 8                     |         |    |         |    |         |    |         |    | 0     |
| NYSAA Bilingual (SWD) |         |    |         |    |         |    |         |    | 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 Foreign Language |                            |                 |                             |                 |
| Government                      |                            |                 |                             |                 |
| 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<br>1-25 percentile | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile |
|----------------------------|-----------------------|------------------------|------------------------|------------------------|-----------------------|------------------------|------------------------|------------------------|
| ELE (Spanish Reading Test) |                       |                        | 0                      |                        |                       |                        | 0                      |                        |
| Chinese Reading Test       |                       |                        |                        |                        |                       |                        |                        |                        |

**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 will this data help inform your school’s instructional plan? Please provide any quantitative data available to support your response.  
 Early childhood uses a variety of literacy assessment tools. These include mandated formative assessments such as ECLAS-2, DIBELS the Wrap and Fountas and Pinnell as well as end of unit tests. According to the B.O.Y. Fountas and Pinnell data, approximately 30% of the ELLs in Grades K-2 are approaching grade level standard or are performing below grade level. The data collected is used to monitor progress, adjust methodologies, to plan instruction and form initial groups for small group instruction, as well as identify struggling readers.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
 A breakdown of the student's NYSESLAT scores confirms researchers' findings about second language acquisition and learning. Listening and speaking skills are the first to be acquired and learned. Three-fourths of our ELL population scored at the advanced and proficient levels in the listening and speaking categories but scored deficient in the reading and writing modalities. Reading and writing take much longer to develop and this is clearly reflected in the results. The NYSESLAT show the same pattern where most students scored at the advanced and proficient levels but scores in reading and writing were deficient. For the LAB-R however, while the pattern show there was a tendency for students to score higher in the listening and speaking than in the reading and writing, only 14 of the 50 newcomers or 28% scored at or above Advanced or Proficient levels. Scores for all but 3 students were deficient in reading and writing.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 N/A
4. For each program, answer the following:
  - a. 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?

a. The NYSESLAT modality report indicates a clear deficiency in the reading and writing modalities across grades. This pattern is true for our ELLs. Though ELLs who request copies of the test in their home language are provided with copies, they do not generally write in them because they either have difficulty reading or writing in the native language. Last spring, none of the students who were given copies of the test in their native language wrote in the booklet.

b. Periodic assessments provide the school with up-to-date information about what each student knows and can do. School Leaders and teachers get information about what each student knows. They measure the learning needs of a student and predict the student's performance on the New York State Tests. Periodic assessments also measure student learning within a grade and from grade to grade keeping track of success. It also has implications for planning, for instruction and for professional development decisions. The Periodic assessments help monitor progress as well as provide an updated picture of the student’s deficiencies. 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.

c. From the Periodic Assessments we learn detailed information about our students' strengths and weaknesses in English language development and they serve as a resource to help plan individual and group instruction.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))

6. How do you make sure that a child's second language development is considered in instructional decisions?

There are many effective, research-based strategies that aid second language development. We use various effective strategies. These include Total Physical Response, shared story telling, role play, simulations, demonstrations, cooperative learning, read alouds, shared reading, independent reading with leveled texts, learning logs and journals, interviews, literature response groups, use of charts and graphic organizers as well as student-generated problems. We use these strategies to develop receptive skills and others are designed to provide language practice and promote expressive language. Teachers select the appropriate strategy for their purpose and vary instruction..

7. 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?

We have no dual language programs.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We collect data from the NYSESLAT and LAB-R, the Predictive Assessments and New York State Tests for English Language Arts, Math and Science to assess the effectiveness of what was taught, to discover what needs to be changed and to measure levels of success.

Compliance for the language allocation plan is checked as well as the effectiveness of the professional development plan.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC.](#))

1. Public School 375 employs a comprehensive approach to the identification and placement of all potential ELL students conducted by a cadre of trained 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 Ms. Oxley and Mr. Alvin Richardson, 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 administered the Spanish Lab to determine their language dominance. 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 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 in their preferred language, 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 are placed in one of the models listed above.

Annual testing using the NYESLAT is used to track the progress of ELLs. Continuation Letters are provided to parents of students who continue to be entitled while other students deemed proficient (based on NYSELAT results) are mainstreamed into the regular program while still receiving additional supplementary services.

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.

2. Following the LAB-R test which is administered within ten days of enrolling in the school, students who score below proficiency become eligible for state-mandated services. After the scoring of the test, entitlement letters are sent by the postal service or via backpack informing parents of the status of their child's ELL program eligibility. We believe that informed parents make better informed decisions. In order to enable parents to make sound educational decisions about the program which best meets the needs of their individual child, parents are invited to participate in orientation meetings. We utilize a video produced by the Department of Education describing the various ELL program models for English Language Learners. The video is available in 13 languages. The Parent Survey and Selection Forms are given out and brochures are disseminated in the preferred language to enrich understanding of each available program. During this orientation, parents will have an opportunity to ask questions about educational programs and services that are available for their children before making a choice. In addition, they have translators on hand to explain options, answer any queries they have and assist with the filling out of forms. Once the parents are clear about the program choices available, they are asked to select one of the three approved models: Transitional Bilingual Education (TBE), Dual Language, or Freestanding ESL. Since there is no TBE or Dual Language program available at P.S. 375, parents are advised that they may opt to send their children to a nearby school that offers a TBE or Dual Language Program. The Parent Coordinator, Ms. Robin Graham, is enlisted to assist with identifying a neighboring school with alternate programs. In the event of unforeseen placement delays, the school provides a temporary place in the Freestanding ESL program for the newly enrolled student. Parents are advised to keep regular contact with the school to which they applied for their preferred program, so that when a place becomes available, the offer can be taken up. In addition to the Parent coordinator, the assistance of network specialists and the district is utilized in the attempt to secure a place in a dual language or transitional bilingual program for the student. If a place becomes available our school is contacted and we in turn notify the parent.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (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.

The Home Language Identification Survey is administered to determine whether there is another language spoken at home and represents the first step in the identification process. This form, given in the preferred language, is completed by the parent or guardian of each new entrant at the time of the student's initial enrollment. If the language spoken at home or that the student understands is a language other than English, then an informal interview is conducted in the native language and in English. If the informal interview indicates that the student is possibly an ELL, then the LAB-R is administered. Based on the results of the LAB-R, students are identified either as LEP/ELL or English proficient (EP). Students who are identified as EP must enter a general education program. Similarly, students who are identified as LEP/ELL must be placed in a bilingual education program or Freestanding English as a Second Language program (ESL). Parents are informed of the results of the LAB-R and the date of the orientation meeting through the entitlement letter. At the orientation meeting, translators are on hand to communicate with parents in their native language. The translators assist in enriching understanding of the programs and answering any queries parents have. They explain the right of the child to the services and the importance of parent involvement in the child's education and

school life. After this, parents will complete the Parent Survey and Program Selection Forms with the assistance of the translators where needed.

Lastly, the ELPC screen in ATS is updated to reflect the ELL program parent choice for all the new admits who have been identified as ELLs via the LAB-R hand scores.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

To ensure that all ELLs are administered the NYSESLAT, ATS reports such as the RLER, RLAT, RLAB, RSMR, RADP and even the ROCL is checked to make sure that no newly admitted ELL is omitted from the list of students to be tested. A test schedule is organized.

For all tests, the testing room is prepared and the TESTING, DO NOT DISTURB sign is posted outside the door. Next, answer sheets are prepared. Ensure that students' names are written on their answer sheets. Check to make sure that prohibited electronic devices are put away. Groups for testing are arranged by their respective grade band.

#### Speaking Subtest

For the Speaking subtest, the audio player is checked prior to administration of the test so that it can be heard throughout the room. Packages containing the scoring materials for the Speaking subtest are opened prior to the date of administration of this part of the test so that teachers can familiarize themselves with the procedures and rubrics for scoring. One of the three options is taken to administer and score the test:

- Assign someone other than the student's teacher to administer and simultaneously score the Speaking subtest.
- Have the student's teacher administer the Speaking subtest while a disinterested teacher in the room listens to, and simultaneously scores the student's responses.
- Have the student's teacher administer the Speaking subtest and record the student's responses. The recording would subsequently be scored by a disinterested teacher.

The Speaking subtest is administered to students individually in a separate location from all other students.

#### The Listening, Reading and Writing Subtests

The Listening, Reading, and Writing subtests are administered to groups of students in different grade bands on testing days at times within the window of the scheduled time period. Make-up test dates are administered on any date that remains in the primary administration period. For all grade bands, administering the subtests is done in the following sequence: Session 1—Speaking, Session 2—Listening, Session 3—Reading, and Session 4, the Writing subtest is administered last.

6. 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.) 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. 

After a review of the Parent Survey and Program 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 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 bilingual programs, as a determinant for future planning.

Additionally, 15 out of the 20 Spanish newcomers entering the school this academic year are dominant in Spanish.

## **Part V: ELL Programming**

### **A. Programming and Scheduling Information**

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

How is instruction delivered?

Public School 375 currently houses a Freestanding ESL Program. We have approximately 103 ELL students. We have adopted a pull-out model in addition to a self-contained 1st grade ESL class. ELLs are mainly concentrated in one class per grade where they are provided with support from both a general education teacher with ESL training and an ESL teacher. Children who are at the beginner and intermediate proficiency levels receive 360 minutes per week as required under the CR Part 154 mandate. Students deemed at the Advanced proficiency level 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. ELLs also have the opportunity of being a part of the RTI program which gives the extra time to further enhance their reading skills.

- 1a. Small group instruction in English is delivered by means of a Freestanding pull-out and a self-contained ESL class in the 1st Grade. 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 the content area subjects. Appropriate ESL instructional strategies such as scaffolding, building vocabulary, using webs and graphic organizers, realia and charts are utilized to facilitate learning. Use of dictionaries and glossaries, and the "buddy system", are employed in this program.
- 1b. Our freestanding ESL program follows a pull-out model for students in grades K, 2, 3, 4, and 5 and a self-contained 1st grade. The mandated number of units, as outlined by the CR Part 154, is ensured throughout heterogeneous grouping of ELLs by collapsing Grades 3 and 4 during pull-out ESL service schedule. ELLs are concentrated mainly in one class at each grade level to facilitate delivery of service. Students with Learning Difficulties (SWD) remain in their classes and are pulled-out to receive their mandated units of time. In their work with ELL students, the ESL teachers apply the Common Core Learning Standards adopted by the New York State Education Department to ensure that ELLs meet the same high standards set for all other students. The Common Core State Standards for English Language Arts (ELA) articulate rigorous grade-level expectations in the areas of speaking, listening, reading, and writing. We 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 the 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. 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)?

To ensure that all students meet the mandated ESL service requirements, the 23 students in Grades 3 and 4 are collapsed to form one pull-out bridge class. In addition to this bridge class, the Kindergarten, Second and Fifth grade classes are instructed by Ms. Joyce Oxley. We have one Self-Contained ESL class in the first grade which is serviced by Mr. Alvin Richardson. Students in grades K-5, who are at the Beginner and Intermediate levels in the program are scheduled for 360 minutes of ESL instruction per week and those at the Advanced level are scheduled for 180 minutes.

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 foster language development and meet the demands of the Common Core Learning Standards.

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 multilingual glossaries, multicultural books, as well as grade level books in the students' home languages, are a part of classroom libraries. The ESL teacher utilizes instructional technology such as iPads, laptops, and websites, such as [www.starfall.com](http://www.starfall.com) and [www.colorincolorado.com](http://www.colorincolorado.com). Also employed, are the use of high quality classroom libraries that reflect student diversity. We are fortunate to have several multilingual 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 equipped with smartboard technology to assist in instruction. Listening centers and computer work stations are also employed to support content area as well as language acquisition.

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

4. A student's native language will most likely have a strong influence on the way that student learns English. Helping them to understand how their native language is similar to, or different from English will help. For example, teaching native Spanish speaking ELLs cognate awareness accelerates their English language vocabulary development and helps them to understand words in English. The value of using a child's native language in instruction to increase comprehensibility has been espoused in the theories of Cummins and Krashen. Utilizing the assistance of their more fluent peers can be integral in helping Beginners to acquire the target language.

Bilingual books, dictionaries and glossaries are provided to support content subjects. One of the ways that help ELLs to recognize the value of their native language is the dissemination of notices and letters in their native language. Furthermore, parents are encouraged to help their children continue to develop their native language at home, so that it is not lost in the process of learning new languages. One formal way in which ELLs are evaluated throughout the year is through the Spanish Lab which is given to all new entrants who became eligible via the LAB-R. In addition, students who are unable to understand the Math, and Science State tests in English may take versions translated into languages like Haitian Creole or Spanish. When tests are not available in the student's native language, the test may be translated orally to the student.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Newcomers are assessed with the LAB-R (NYSITELL from February 2014). Several informal assessments are utilized. They vary from responding to passages and stories to listening to books on tapes to assess meaning and conceptual understanding. Think-pair-share, discussions, interviews, using real-life situations will reveal level of proficiency in speaking. Use of technology can measure performance in all four modalities. The ELL Periodic tests provide interim assessments and lastly the NYSESLAT shows growth over the year.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a . Currently we have no Students with Interrupted Formal Education (SIFE). However, SIFE students when enrolled, will be exposed to a rigorous ESL program. This program will focus 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. In addition, we will integrate their areas of interest, cultural and historical materials to develop the critical knowledge they need. Instruction in the basic skills they need will be done, including how to study and participate in discussions. Access to support services will be provided by teacher mentors, guidance counsellor and peers. Intensive literacy and language instruction will be given and supported by inclusion in RTI and Extended Day and Afterschool

programs where available.

b. The objective is to develop students' English language skills, help newcomers acculturate to U.S. schools, and make them aware of educational expectations and opportunities. 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.

c. 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 Student Learning Objectives to plan ELL instruction. Data is also used to drive and individualize instruction. Teachers use this information to group students accordingly and develop challenging assignments based on students' needs and abilities.

d. 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 our targeted instruction during Extended Day, RtI and other small group instruction. Effective instruction will involve integrated learning of concepts and language through meaningful experiences. Instruction will be scaffolded by teachers and peers in both spoken and written language, so that they are able to construe meaning.

e. Former ELLs up to two years after reaching proficiency on the NYSESLAT are eligible for certain specified testing accommodations. They continue to receive transitional support by being grouped and pulled out with students who receive Advanced scores on the NYSESLAT if space is available. This transitional support will help ease their transition into mainstream classes. 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.

7. 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?

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. Tactile, concrete experiences, daily re-looping of previously learned materials, problem solving instruction and task analysis strategies, teacher think-alouds, visuals and gestures help to make content comprehensible.

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 several ESL strategies and some children may be offered Academic Intervention Services and RTI to help them overcome their academic challenges.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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 the efforts of ELLs in 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. Teach, and when necessary, re-teach skills/content through different modalities.

**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 |
| <b>FOR TBE /DL PROGRAMS:</b><br>Native Language Arts              | 45 minutes per day   | 45 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 |
|--|-----------|--------------|----------|
|--|-----------|--------------|----------|

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

|   | <b>Beginning</b>     | <b>Intermediate</b>  | <b>Advanced</b>      |
|---|----------------------|----------------------|----------------------|
| 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 |
| <b>FOR TBE /DL PROGRAMS:</b><br>Native Language Arts              | 45 minutes per day   | 45 minutes per day   | 45 minutes per day   |

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. 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.

Beginning and Intermediate ( 81students) students require 360 minutes of ESL instruction while Advanced students (26 students) require 180 minutes of ESL services a week. Our ELL Coordinator, Ms. J. Oxley, provides pull-out services, and Mr. A. Richardson provides self-contained instruction in 1st Grade and 3 push-in periods in Grade 5.

Interventions in ELA are done through RtI and Istation. RtI is a program based on strong language and literacy instruction. It is designed to meet the needs of struggling readers. Our RTI Literacy Clinic runs in three cycles:

- 1) Beginning of the Year - September to November
- 2) Middle of the Year, December – February
- 3) End of the Year, March - May

Our RTI Literacy Clinic includes four (4) key proficiencies: tiered instruction, creating and administering assessments, monitoring student progress on an ongoing basis, and making decisions about student placement based on data. The RTI Literacy Clinic is held on Mondays, Tuesdays, and Wednesdays 2-2:40 p.m. At the start of 7th period, students transition with adult supervision to their RTI reading groups. All Pedagogical Staff including Related Services and Teaching Assistants work with a pre-determined group of students based on Fountas & Pinnel reading levels. In Tier I (1:10 students per group), students focus on specific skills needed and their reading levels. In Tier II (Strategic Instruction - 1:10 students per group, including ESL/ELL), students work with instructor on areas of weakness as identified through collaboration from test results and teacher observations with particular emphasis on fluency and comprehension skills. In Tier III (Intensive Instruction - 1:6 students per group), students work with reading teachers on areas of weakness with a particular emphasis on helping them to learn phonics, phonemic awareness, vocabulary and the foundations of reading.

The RTI Team works with administration to monitor progress of Tier 2 and Tier 3 students every 2-3 weeks using DIBELS and Tier 1 students 3x per year, using Fountas & Pinnel Reading Assessment, If students are not making adequate progress, the Team meets to address issues and discuss next steps.

Another program we use is Istation. Istation begins with spot-on assessments to determine the student's learning path. Instruction is scaffolded and as concepts are learned, students are moved to higher levels.

We do not have formal intervention programs for use with students in Math, Science or Social Studies but there are some common informal interventions we have adopted across these content area subjects with the goal of accelerating learning so that students will reach grade level. The interventions are:

- Demonstrate that vocabulary can have multiple meanings. Help students understand the different meanings of words as well as how to use them correctly in context.
- Encourage students to offer bilingual support to each other. Students will understand material better if they explain it to another student, and the new student will benefit from hearing the explanation in their first language.
- Provide visual cues, graphic representations, gestures, realia, and pictures. Offer students the chance to work with objects and images in order to master academic vocabulary.
- Identify key phrases or new vocabulary to pre-teach.
- Modify the linguistic complexity of language and rephrase problems. Students will understand the problem better if it is stated in shorter sentences and in language they understand.
- Guide students to cross out the unnecessary vocabulary in word problems. Build knowledge from real world examples and reinforce concepts with examples that students can picture and talk students through the situation.
- Use manipulatives purposefully.
- Spatial organizers help students understand and remember information by teaching them to sort concepts, facts, and ideas using charts, diagrams, graphs, or other graphic organizers. Classroom Learning strategies. Note-taking skills, self-questioning strategies, self-monitoring, summarization.
- Computer Assisted Learning to deliver different types of instruction, including drill and practice, strategy instruction, and for research.
- Using ongoing, formative assessment.
- Using alternative assessments

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language

development.

The ESL program made some progress. Approximately 76 % of the ELLs in Grades K-3 who did the NYSESLAT were able to move up one level higher. 7% have achieved English proficiency. 54% moved overall. The results in the fourth and fifth grades reflect that there is further need for interventions. Our current use of the ReadyGen and Go Math programs have allowed us to introduce a new standards-based curricula designed to provide rigorous instruction in English language Arts and math to students. We are still in the process of making adjustments to meet our needs and to ensure that all students advance in their education. Houghton Mifflin Harcourt Social Studies is used for instruction in Social Studies. The content is scaffolded to support learners and facilitate the construction of meaning and knowledge. Some ways we scaffold instruction for English language learners is preteaching academic vocabulary and differentiating learning tasks and materials as well as providing a variety of verbal and academic supports, from both teacher and more proficient peers, so that students are able to meaningfully engage this content area learning to acquire the necessary language and academic skills necessary for independent learning.

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

Curriculum redesign based on the Common Core Learning Standards and ReadyGen will be used as a foundation for units of study in English Language Arts. Units will be revisited periodically based on student performance. Go Math will be used for instruction in math.

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

None

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

English Language Learners are not only given equal access to all school programs, but because they are targeted as a subgroup in need of more instructional intervention, they receive intensive small group instruction. ELLs are allowed to participate in afterschool programs to further address their needs. 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 instruction, 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.

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

We follow the ReadyGen and Go Math curriculum which have accompanying resources for program requirements. Classrooms have smartboard technology, iPads, and computers. The ESL classroom has a library which contains multicultural books and small selections of books in students' native language. 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 level system is used to determine the appropriate independent reading level of each student. Books are arranged in baskets based on the various students' reading levels. Support is tailored to the student's proficiency level based on their performance on the NYSESLAT. Students who are deficient in Listening and Speaking as evidenced by the NYSESLAT modality report are engaged in listening centers using books on tapes and computer-based activities. On the other hand, students deficient in Reading and Writing are immersed in activities that enhance content-based vocabulary building, fluency, and reading comprehension. Supplementary resources include hands-on manipulatives, relia when necessary, and pictures.

The creation and implementation of a Title III Program serves to provide an additional supplementary resource to ensure that ELLs are reaching proficiency level in English at a predictable pace. In our project Title III Program identified as Project E.L.I.T.E., an acronym which stands for ELLs Learning, Innovating, Thinking and Envisioning, we attempt to develop and strengthen the literacy skills in both reading and writing for ELLs in grades 3-5. We use Shared Reading, Read Aloud, Close Reading 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, Powerpoint presentations. The program operates three days a week (Tuesday, Wednesday and Thursday) and runs from 3:00-5:00 p.m. when in session.

For Science we use Houghton Science resources and science kits for science investigations and for Social Studies, we use Houghton Mifflin Harcourt Social Studies resources. Instruction from these texts is scaffolded to support learners and facilitate the construction of meaning and content. Not only does the teacher appeal to native language where appropriate but by using

their more proficient peers, students are able to meaningfully engage in content area learning.

#### 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 as Puppet Pals, Mad Libs, audio books, etc. Other comprehensive assessment tools in reading and writing such as Istation will be utilized to provide teachers with a valuable over-all view of a student's progress.

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

We use the students' language to help in building oral language development in their first language and to develop and enhance their cognitive skills as they are acquiring the target language, English. 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 also uses the students' first language to support content area comprehension. In cases 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 K, 2 and 5 to assist with content area instruction, concentrating in Math and Science. In addition, native language exams are primarily used with our ELLs who 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.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

Intensive guidance and support services are 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 newcomers and students taking the NYS Standardised tests in their native languages.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Newly enrolled ELLs are given teacher information, classroom location, basic information about school's attendance policy, bussing information and, lunch information. Parents are 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 are advised that 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 are reminded that they are their children'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. The Parent Teacher Association (PTA) will be encouraged to invite parents of ELLs to meetings, encourage them to read information that comes home, and volunteer in their child's classroom.

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

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

N/A

## C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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 by the following:

All teachers who serve ELLs will be encouraged to attend 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 ELL Teachers will turnkey information and provide on-going professional development in scaffolding techniques for ELLs during in-school common planning periods.

|               |  |
|---------------|--|
| November 2013 | Strategies for Teachers Working with English Language Learners |
| December 2013 | Examining the RLAT and the RMNR reports                        |
| January 2014  | Principles of ELL Instruction                                  |

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. 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 with the classroom teachers of ELLs during professional development days and grade meetings.

- 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 and stakeholders like paraprofessionals, guidance counselors, special education teachers, psychologists, occupational/physical therapists, speech therapists, secretaries, and the Parent Coordinator. Special education teachers will receive three (3) additional Professional Developments sessions.

- All staff members who service ELLs will be encouraged to attend 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 at grade-wide meetings including weekly Common Planning sessions and Lunch and Learn sessions.

- Consultants will be brought from outside organizations to conduct a minimum of workshops for all teachers of LEP/ELL students.

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 Counselor facilitates parent workshops 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 will be encouraged to attend an ongoing series of Professional Development towards completing 7.5 hours in ESL methodology as per Jose P. Mandate. These training sessions will be built into regular staff development schedule and will be conducted by on-staff ESL teachers. Other training opportunities by the network will also be made available. 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.

Records of teacher attendance at out-of-town trainings are maintained by the school secretary. The ESL coordinator will also keep records of training (Notes and attendance).

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

At Jackie Robinson we recognize that parents are clearly valuable human resources who must not be overlooked. Efforts that secure and maintain parent partnerships 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. 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. The School Messenger Service will also be used to inform parents about academic opportunities and special events.

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 during the month of March 2014 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 at the Brooklyn Library will be recommended as well as literacy workshops to improve reading and writing skills among parents.

Accommodating the parents is a challenge for school administrators and is especially important when learning disabilities are an issue. Developing trusting relationships is important. The more parents have the opportunity to shape activities and programs that help their families, the more invested they will be in seeing those efforts succeed.

Ensuring effective communication between the school and the parents is essential to meet the child's educational needs. The first and most important thing we do is to establish a climate that encourages growth in cultural responsiveness, sensitivity, and appreciation to entice ESL parents to participate. ESL parents will be polled for their opinions especially in cases where we recognize that their reading ability and literacy skills are weak. Surveys will be developed to secure their opinions, needs and interests.

## **E. 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.

Paste response to question here:

## Part VI: LAP Assurances

**School Name: JACKIE ROBINSON SCHOOL**

**School DBN: 375**

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

| Name (PRINT)         | Title                | Signature | Date (mm/dd/yy) |
|----------------------|----------------------|-----------|-----------------|
| DR. MARION WILSON    | Principal            |           | 000             |
| MR. KIRK WILKINSON   | Assistant Principal  |           | 1/1/01          |
| MS. ROBIN GRAHAM     | Parent Coordinator   |           | 1/1/01          |
| MS. JOYCE OXLEY      | ESL Teacher          |           | 1/1/01          |
| MS. ALISHA JOHN      | Parent               |           | 1/1/01          |
| MS. RACHEL MURPHY    | Teacher/Subject Area |           | 1/1/01          |
| MR. ALVIN RICHARDSON | Teacher/Subject Area |           | 1/1/01          |
| MS. YVONNE ROBERTS   | Coach                |           | 1/1/01          |
| MS. SHIRLEY WILLIAMS | Coach                |           | 1/1/01          |
| MR. VEROLD MATTHEW   | Guidance Counselor   |           | 1/1/01          |
|                      | Network Leader       |           | 1/1/01          |
| MS. NOMVUYO HYMAN    | Other                |           | 1/1/01          |
|                      | Other                |           | 1/1/01          |
|                      | Other                |           | 1/1/01          |
|                      | Other                |           | 1/1/01          |

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 17K375 School Name: Jackie Robinson

Cluster: 4 Network: 401

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

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

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

Jackie Robinson P.S. 375 is a Pre-K-5 school located in the multi-ethnic Crown Heights area of Brooklyn with approximately 513 students enrolled, of whom approximately 103 students (about 20%) 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. Home languages of our students include Spanish, Haitian Creole, Bengali, Arabic and Fulani. In addition, several of our parents are new immigrants and cannot provide the cultural experiences we would like to offer our LEP students. Our school has several staff members who speak a variety of languages and who assist in translating correspondence to parents. They interpret during conferences with students and teachers when the need arises. In addition, our Parent Coordinator can also use the Translation and Interpretation Unit for meeting notices, school calendars, and school newsletters as well as utilizing the School Messenger Service.

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 during parent-teacher conferences, for 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

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

We identified from our staff and parents those who were capable and willing to translate. We have a multi-cultural teaching and ancillary staff proficient in many of the languages, as well as parent volunteers. In addition, we regularly use the services of 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 the ongoing assessment of the language needs our parents have highlighted, we need to provide oral translations for our parents during the registration process, parent orientations, parent-teacher conferences, workshops, interviews and for all correspondence to parents. The following is an outline of our program which will be implemented with the translation and interpretation funding. Oral translation will be provided at

- 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, we identify the staff members who can speak other languages. The languages that are translated in-house are: French, Haitian Creole, Spanish, and Arabic. These languages are spoken by our population of English Language Learners and their parents. Fulani speakers make up approximately 12.6% of the ELL population. At present we don't have a staff member to be used for oral and written translation in-house. We also need to find an interpreter for Fulani speakers. 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. 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)<br><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):<br><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<br>Grades to be served by this program (check all that apply):<br><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<br><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<br># of certified ESL/Bilingual teachers: 1<br># 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<br>(schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>                                     |                 |   |
| Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>   |                 |   |
| Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul> |                 |   |
| Educational Software<br>(Object Code 199)   |                 |   |
| Travel  |                 |   |
| Other   |                 |   |
| <b>TOTAL</b>  |                 |   |

