

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

<b>DBN: (i.e. 01M001):</b>	<b>17K375</b>
<b>School Name:</b>	<b>JACKIE ROBINSON</b>
<b>Principal:</b>	<b>SCHWANNA ELLMAN</b>

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: Elementary School Number (DBN): 17K375  
School Type: Public School Grades Served: Pre-K to Grade 5  
School Address: 46 McKeever Place  
Phone Number: 718-693-6655 Fax: 718-284-6433  
School Contact Person: Schwanna Ellman Email Address: [SELLman@schools.nyc.gov](mailto:SELLman@schools.nyc.gov)  
Principal: Schwanna Ellman  
UFT Chapter Leader: Nomvuyo Hyman  
Parents' Association President: Taziana Alexzander  
SLT Chairperson: Nomvuyo Hyman  
Student Representative(s): None

**District Information**

District: 17 Superintendent: Clarence Ellis  
Superintendent's Office Address: 1224 Park Place, Room 130, Brooklyn, NY 11213  
Superintendent's Email Address: [CELLis3@schools.nyc.gov](mailto:CELLis3@schools.nyc.gov)  
Phone Number: 718-221-4372 Fax: 718-221-4326

**Cluster and Network Information**

Cluster Number: 4 Cluster Leader: Chris Groll  
Network Number: 401 Network Leader: Shenean Lindsay

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Schwanna Ellman	*Principal or Designee	
Nomvuyo Hyman	*UFT Chapter Leader or Designee	
Taziana Alexander	*PA/PTA President or Designated Co-President	
Sonia McLeod	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	
Astra Henry	Member/ Parent	
Marcia Williams	Member/Parent	
Michelle Staples	Member/ Parent	
Elvira Castillo	Member/Parent	
Michael Bruno	Member/ Parent	
Shakena Pete	Member/Parent	
Joyce Oxley	Member/Teacher	
Janice Thomas	Member/ Paraprofessional	
C. Marie Spinney	Member/Teacher	
Lisa Hogan	Member/ Teacher	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

## The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

At Jackie Robinson School (JRS) we recognize and celebrate the worth, dignity and leadership capacity of every individual. We provide a safe and stimulating environment that will nurture creativity, critical thinking and social skills. We ensure a positive, student-centered climate where problem solving and risk taking are a part of the learning process and instill accountability and a shared responsibility for the ongoing pursuit of knowledge. We are committed to instill in each student a desire to learn, to take appropriate risks, and to accept challenges. We are committed to develop students who are resilient, adaptable and equipped with the knowledge, skills, and the disposition to continue their education and become personally fulfilled, interdependent, responsible adults. We foster confidence in our students through high academic and behavioral expectations. We support the efforts of a committed dedicated, well-educated staff in partnership with the continuing involvement of family, businesses and the community.

At JRS we promote a caring, respectful, multicultural environment. We share our cultural backgrounds to nurture growth, responsibility, and productivity by celebrating our diversity within a positive school-wide atmosphere. We celebrate our cultures through our annual PRIDE (Promoting Respect Integrity Diversity in Education) festival. Through partnership with Nike and LeBron James we received a new school gymnasium. JRS has several partnerships. Some of our partnerships include: Medgar Evers Pipeline program which offers our students an opportunity to attend three day seminars on the college campus taught by college professors. Our partnership with the Office of Adult Education allows us to offer English as a Second Language (ESL) and General Educational Development (GED) classes to our families. Working in partnership with the Walter K. Hoerning Endowment Fund we will be able to offer enrichment scholarships to bright African American boys who reside in Brooklyn and attend public schools. Our partnership with Madison Square Boys and Girls Clubs allows us to offer an afterschool program 5 days a week. We will offer a English/Spanish Dual Language program for grades Pre-K-K starting in the 2015-2016 school year.

Our major challenge is Parental Engagement. Parents need to be encouraged to show more support in other events as they do during parent teacher conference.

During the 2013-2014 school year we made the most growth with our Early Grade Progress. In English Language Arts we saw a gain of 36% within our peer group range. For Math we increased by 27% of our peer group range. The key area of focus for this school year will be student progress in Math for grades 4-5. During the 2013-2014 school year we experienced a decline of 27% of our peer range.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

1.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
Based on the 2013-2014 Quality Review JRS has	
<ul style="list-style-type: none"> <li>• A coherent curriculum across all grades aligned to the Common Core Learning Standards (CCLS) to promote college and career readiness for all students. (1.1)</li> <li>• Teachers align assessments and grading practices to the school’s curricula and use data to provide actionable feedback, thus supporting students’ academic achievement. (2.2)</li> </ul>	
Based on the 2013-2014 Quality Review JRS needs to	
<ul style="list-style-type: none"> <li>• Strengthen instructional practices that use higher order questioning and learning tasks with multiple entry points to strategically engage all learners in higher levels of thinking and participation. (1.2)</li> </ul>	

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015 all grade level teams will have engaged in lesson study for ELA or Math to ensure that instruction is clear, well-structured and encourages students to build and apply knowledge using Highly Effective strategies grounded in Danielson indicators 1e: Designing Coherent Instruction and indicator 3b: Using Question and Discussion Techniques as measured by teacher growth from Effective to Highly Effective in 1e utilizing observation data in the ADVANCE rating system.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust			
All classroom teachers will participate in PLC on Lesson Study for ELA and Math.	All students, all grades	January 2015-June 2015	Administrators Instructional Core Team
Professional development around strategies for strengthening Using Question and Discussion Techniques where students initiate higher-order questions, students extend the discussion	All teachers, all grades	Ongoing	Administrators Network Coach ESL Teachers

and virtually all students are engaged in the discussion			AIS Coordinator IEP Teacher
Parent Workshops during Parental Engagement time to front load new units of study concepts to give parents some strategies to use at home with their children. Workshops will have oral translation for our Spanish, Creole, Fulani and Arabic families as needed	All parents	December 2014-June 2015	Administrators All Teachers
Push-in and pull-out supports for SWDs, ELLs and students identified as at-risk	SWDs, ELLs, Tier II and Tier III students	October 2014-June 2015	Administrators IEP Teacher AIS Coordinator ESL Teachers
In order to build trust and transparency across our school community updates on the six elements of the capacity framework will be shared at our SLT meeting and in our school newsletter	Entire school community, All families	December 2014-June 2015	Administration and SLT
Profession development around strategies for strengthening Designing Coherent Instruction where activities permit student choice, learning experiences connect to other disciplines, a variety of appropriately challenging resources that are differentiated for students in the class and lesson plans differentiate for individual student needs.	All teachers all grades	December 2014-June 2015	Administrators All Teachers

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Instructional Coaches, AIS/RTI Coordinator, IEP Teacher, ESL Teachers, Network Achievement Coach and Talent Coach

Schedule: Monday afternoon will be used to engage in Lesson Study PLCs, Grade Team meetings to conduct inquiry work during weekly common prep time, Data meetings between teachers and Instructional Core Team members held Bi-monthly, Teacher Rounds bi-monthly to uncover and share best instructional practices and Instructional Rounds conducted bi-monthly to monitor for the implementation of the identified best instructional practices.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, we will show a 2.5% improvement in number of students who are proficient in ELA and Math for all General Education students, ELLs and SWDs, as measured by the MOSL Benchmark, ELA and Math Periodic Assessment as compared to the Fall Baseline assessments.

1. Data analysis of End of Modules assessments results in ELA every 4-6 weeks;

- 2. Data analysis of Critical Area assessments results in Math every 4-6 weeks;
- 3. Data analysis of ELA and Math Periodic Assessment results - mid-year simulation;
- 4. Data analysis of ELA and Math MOSL Benchmark Assessments results

**Part 6b. Complete in February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- |    |   |
|----|---|
| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

- Based on 2013-2014 Quality Review JRS has
- Developed support systems and action plans to promote an orderly environment that enhances student and adult learning that supports the school-wide focus to improve school climate and culture.
- Based on the 2013-2014 Quality Review JRS’s Area of Focus
- Is to improve structures for positive learning environment, inclusive culture and student success
  - Build school structures to increase student attendance....and personal growth of students. (1.4)

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, school-wide occurrences and suspensions will be reduced through the implementation of a new PBIS framework: JRS P.R.I.D.E. as measured by a by 5% decrease in Level 4 and 5 infractions utilizing the Online Occurrence Reporting System.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
<i>Positive Behavior Interventions and Supports (PBIS) JRS P.R.I.D.E. Initiative</i> – PBIS is a process for creating safer and more effective schools. It is a systems approach to enhancing the capacity of schools to educate all children by developing research-based, school-wide, and classroom behavior support systems. PBIS provides an operational framework for achieving these outcomes. More importantly, PBIS is NOT a curriculum, intervention, or practice, but a decision making framework that guides behavioral practices for improving behavior outcomes for all students. P.R.I.D.E. stands for: P=Prepared to Learn,	All Students, with a focus on ELLs and SWDs	October 2014-June 2015	Administrators and All Teachers and All Staff

R=Responsible for Actions, I=Integrity, D=Directions Followed, E=Earn and Give Respect			
<i>School-Wide Information System (SWIS)</i> - SWIS is an information system, to collect, summarize, and use student behavior data for decision making. The five basic reports we will use in SWIS will help us to frame which problem behaviors occur at our school helping the teams to answer the questions: 1) How often do referrals occur? 2) What problem behaviors occur most frequently in our building? 3) Where are problem behaviors likely to occur? 4) When are problem behaviors most likely to occur? And 5) Which students are involved in referrals?	At-risk Students	December 2014-June 2015	Administrators PBIS Team
Recognition of parents of our JRS P.R.I.D.E. High Five winners each month in the monthly school newsletter. The school newsletter will be translated into Spanish, Creole, Arabic and Fulani	All parents	December 2014-June 2015	Administration All classroom teachers PBIS Team Parent Coordinator
Bi-monthly workshops will be given for parents to inform parents about JRS P.R.I.D.E. and to inform them about the JRS P.R.I.D.E. skill of the month translations services will be provided as needed	All parents	November 2014-June 2015	Administration PBIS Team
In order to build trust and transparency across our school community updates on the six elements of the capacity framework will be shared at our SLT meeting and in our school newsletter	Entire school community, All families	December 2014-June 2015	Administration and SLT

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

JRS P.R.I.D.E. Assembly, The PBIS Team will have at least one member from across the school personnel. Professional Development on implementation of PBIS and SWIS, Monthly Grade Meetings, Staff Support Student Government, Related Services: Guidance Counselor/Psychologist/Social Worker, RTI/AIS, Parent Coordinator, Monthly School Newsletter

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
10. Specify a timeframe for mid-point progress monitoring activities.

By February 2015 we will see a 2.5% decrease in the amount of school wide suspension and occurrences as compared to last year’s data at the same point in time.

Progress Monitoring: Check in-Check out of at-risk students, student JRS P.R.I.D.E. self- reflection tool, and monthly communication with parents.

**Part 6b. Complete in February 2015.**

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

Based on the 2013-2014 Quality Review JRS scored proficient with

- Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning (4.2)

Based on JRS Instructional Rounds data

- It was identified that there is a need to increase teacher interaction and self-reflection as evidenced by inconsistent common planning and a lack of vertical planning.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 teacher effectiveness in the Danielson indicator 3C: Engaging Students in Learning will increase from Effective to Highly Effective through the implementation of two best practices related to student engagement in every classroom as measured by teacher growth from Effective to Highly Effective in 3C utilizing observations data in the ADVANCE rating system.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Professional Learning Community on Teacher Rounds. Teachers will engage in Reading excerpts from Teacher Rounds: A Guide to Collaborative Learning in and From Practice by Thomas A. Del Prete for the purpose of understanding the Teacher Rounds process to be able to engage in Teacher Rounds	All teachers	November 2014-June 2015	Administration

Teachers will watch videos from ARIS Learn of teacher lessons and engage in taking low inference notes using the Student Engagement tool	All teachers	November 2014-June 2015	Administration All teachers
Teachers will engage in Teacher Rounds where best practices in student engagement are identified as evidence by students having an opportunity for reflection and closure on the lesson to consolidate their understanding and lesson activities require high-level student thinking and explanations of their thinking as measured by Hess DOK Matrix	All teachers	November 2014-June 2015	Administration All Teachers
Of the two new best practice strategies that teachers implement in their practice one instructional strategy needs to be based on the principle of Universal Design for Learning. These strategies support student engagement by presenting information in multiple ways and allowing for students to access and express what they know in a variety of ways with a focus on ELLs and SWDs.	All Classroom teachers	November 2014-June 2015	Administration Instructional Core Team
In order to build trust and transparency across our school community updates on the six elements of the capacity framework will be shared at our SLT meeting and in our school newsletter	Entire school community, All families	December 2014-June 2015	Administration and SLT

**Part 4 – Resources Needed**

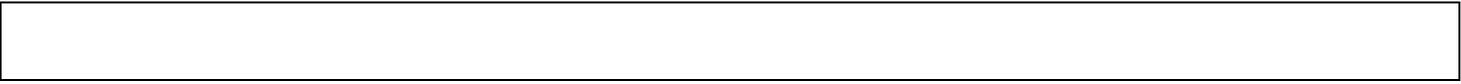
Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Copies of Teacher Rounds sections, Scheduled time for teacher teams to meet, Paper (for copies), Computer, Projector, screen (to watch videos as a group), Student Engagement G.O, Weekly Grade Team Meetings, ARIS (for videos) Instructional Core Team (monitor implementation)

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
20. Specify a timeframe for mid-point progress monitoring activities.				
By February 2015 Second Grade and Third Grade will have engaged in one cycle of Teacher Rounds and the implementation of one best practice that increases student engagement as measured by an Effective or Highly Effective rating in Danielson indicator 3C: Engaging Students in Learning.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			



## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

- |     |  |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.   |

Based on the 2013-2014 Quality Review JRS was

Proficient

- Evaluate the quality of school- level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS (5.1)
- The principal uses and analyze data to create a goal-oriented learning community with a vision towards accelerating learning for all students and improve teaching practice. (3.1)
- Make strategic organizational decisions to support the school’s instructional goals and meet student learning needs, as evidenced by meaningful student work products (1.3)

Based on the 2013-2014 Quality Review JRS was

Developing

- Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults (1.4)
- Supplement academic and social supports and the development of staff.
- The principal needs to build relationships across the school community by enlisting teachers in the change effort.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2015 at least 15 teachers will lead professional development for peers and/or families to share and plan for student success by using Highly Effective strategies grounded in Danielson indicator 4d: Participating in the Professional Community as measured by teacher growth from Developing to Effective in indicator 4D utilizing observation data in the ADVANCE rating system.

### Part 3 – Action Plan

**Activities/Strategies:** Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

- |  | <b>Target Group(s)</b><br><i>Who will be targeted?</i> | <b>Timeline</b><br><i>What is the start and end date?</i> | <b>Key Personnel</b><br><i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|--|--|---|--|
| 25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change   |  |   |  |
| 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, |  |   |  |

STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Developing an effective structure for teacher team meetings. Scheduling time for weekly grade team meetings to look at student work and implement the use of Unit Investigation to know the demands of the unit and predict student performance to ensure that all teachers thoroughly unpack the unit goals and standards prior to launching with a focus on ELLs and SWDs	All teachers	October 2014-June 2015	Administration Instructional Coaches
Tea Time with the Principal to keep families and staff informed about the State of the School	All Families and all Staff	October 2014-June 2015	Principal Parent Coordinator PTA President
Creation of Staff Information Board to provide staff with current school and DOE information. In addition to supporting school values.	All Staff and Faculty	November 2014-June 2015	Administrator and Secretaries
Parent Information Board to provide families current JRS information, District and DOE parent information	All Families	November 2014-June 2015	Administrators and Parent Coordinator
In order to build trust and transparency across our school community updates on the six elements of the capacity framework will be shared at our SLT meeting and in our school newsletter	Entire school community, All families	December 2014-June 2015	Administration and SLT

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Administration, Instructional Core Team, Parent Coordinator, PTA, Schedule time for teachers to meet School secretaries, School Messenger, Superintendent Monthly Report, Monthly school newsletter

#### **Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

#### **Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 30. Specify a timeframe for mid-point progress monitoring activities.				
By February 2015 at least 7 teachers will have or will be engaged in leading PLCs for the broader school community or family workshop series.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No

32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

Based on the 2013-2015 Quality Review JRS has

Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations (3.4)

Based on the 2013-2014 Quality Review JRS needs to

Build school structures to increase student attendance and parental involvement to support the academic and personal growth of students. (1.4)

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2015, JRS will increase student attendance by 3% and an increase in parent involvement by 3% as measured by an increase in our month to month student attendance as measured by a comparison of student attendance data from the same point last year on a monthly basis through June 2015 as well as a review of school-wide monthly events attendance as measured by a comparison of parent attendance data during each event through June 2015.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
ESL and GED Classes for families of JRS families and community members	All student families, Community	January 2015-June 2015	Administration Parent Coordinator Social Worker Office of Adult Education

Tea Time with the Principal and Social Hour with the Parent Coordinator	All Families	October 2014-June 2015	Administration Parent Coordinator
JRS School Wide Events <ul style="list-style-type: none"> <li>Hispanic Heritage Month</li> <li>October Fest</li> <li>Family Thanksgiving Basket Raffle</li> <li>Thanksgiving Feast</li> <li>Career Day</li> <li>Spelling Bee</li> <li>Penny Harvest</li> <li>Winter Wonderland</li> <li>Men Who Read</li> <li>Uniform Exchange</li> <li>ARIS Support</li> <li>Art Department Performances</li> <li>Black History Month</li> <li>Women's History Month</li> <li>Father Daughter Dance</li> </ul>	All Students with a focus on ELLs and SWDs All Families	June 2015	Administration All Teachers Art Department NYPD Community Liaison
JRS Flea Market for JRS families and community	All Families Community	May-June 2015	Administration SLT
In order to build trust and transparency across our school community updates on the six elements of the capacity framework will be shared at our SLT meeting and in our school newsletter	Entire school community, All families	December 2014-June 2015	Administration and SLT

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Administration, All JRS Staff , Parent Coordinator, PTA, JRS Arts Department, Office of Adult Education Medgar Evers College, NYPD Community Liaison, Attendance Team, School Massager, Flyers, Parent Survey

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

40. Specify a timeframe for mid-point progress monitoring activities.

By February 2015 we will see an increase in student attendance and parent participation by 1.5% as compared to month to month attendance for students and parent participation in events

Progress Monitoring

Weekly attendance report, monthly attendance meetings, weekly communication with families, attendance log, school-wide events sign in sheets, parent survey.

**Part 6b. Complete in February 2015.**

41. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</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>English Language Arts (ELA)</b>	Scale Score of 299 or below in 3 <sup>rd</sup> grade, 296 or below in 4 <sup>th</sup> grade or 297 or below in 5 <sup>th</sup> grade are qualified for AIS	Great Leaps Reading Close Reading Text dependent questioning Writing in response to literature Phonics and Vocabulary support	Push in and Pull Out One to one instruction  RTI Tier 3 one to six pull out/ push in Tier 2 small group pull out/ push in	50 minutes 2xs a week
<b>Mathematics</b>	Students who receive a scale score of 293 or below in 3 <sup>rd</sup> grade, 284 or below in 4 <sup>th</sup> grade or 289 or below in 5 <sup>th</sup> grade are qualified for AIS	IXL Math (online intervention) Go Math RTI program Problem Solving Strategies Real world connections Writing about Math	Whole Class Small Group One to One	During the school day
<b>Science</b>	Performance with vocabulary and comprehension strategies; questioning, cause and effect, sequence, main idea and details.	Science is integrated in ELA Hands on Science activities Reading and writing in the content area Educational trips	Small group instruction during the lesson	During the school day
<b>Social Studies</b>	Performance with vocabulary and comprehension strategies; questioning, cause and effect, sequence, main idea and details.	Reading and writing in the content area Educational trips Career Days Interactive activities with use of technology	Small group instruction during the lesson	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Referrals by PBIS Team using SWIS data Mandated Services	ESL services Parent/ Teacher meetings Dean/School crisis intervention	Small group Individual sessions Counseling sessions on various topics.	During the school day

## Section 7: Title I Program Information

**Directions:**

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

**2a. 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.

It is a top priority of PS 375 to recruit, retain, and further support the development of highly qualified teachers to provide quality instruction to its students. Prospective teachers' resumes are screened before invitations to interview are offered. Prospective teachers are interviewed by a team of 4-5 school members consisting of Administration, UFT, Office Staff, DC37 and parents. Even though the final offer is made by administration, input from school members are very critical to ensure potential teachers are highly qualified. Professional development is continuously and openly offered to teachers from network, central offices and school –level. Teachers are expected and welcomed to bring their own professional development interest to administration so they can be supported in the further development of pedagogical skills. Activities to support teacher are Teacher Rounds where teachers visit peers to observe effective instruction, classroom management, and student engagement. Teachers are observed by administration to ensure quality instruction is on-going and provided with timely actionable feedback. Meetings are conducted vertically and on grade bands to ensure continuous knowledge of learning is shared. Newly hired teachers are provided mentors for the first years. Mentors are experienced highly qualified teachers that meet at scheduled times to provide guidance and support.

**2b. 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).

All staff members are provided high quality professional development opportunities on effective teaching practices. These sessions are offered by the Network Instructional Specialists, Talent Coach, Instructional Coaches, Administration, and other pedagogues who have developed expertise in particular areas. Members are expected to turn-key newly obtained information to colleagues in a timely manner so school community is fully aware of updates. Instructional Coaches provide individual support to teachers through unit planning and lesson plan feedback. Parent Coordinator regularly attends professional development directed towards providing greater understanding of the CCSS and its impact on student learning. Workshops are organized within school for parents to better assist their child in being successful in their education, and socio-emotional development. Paraprofessionals are included in the same professional learning activities as teachers to improve student achievement and quality instruction aligned to the CCSS.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

### **3b. 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).

## **Part 4: SWP Schools Only**

### **4a. 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.).

Beginning in May, preschool teachers begin implementing transition plans from Pre-Kindergarten to Kindergarten. Students begin visiting Kindergarten classrooms for one period a day to observe the daily routines of kindergarten. Parents are invited to Pre-K to Kindergarten Transition workshops to develop and deepen their understanding of Kindergarten expectations. Kindergarten teachers meet with incoming kindergarten parents to share curriculum, activities and events that students will be a part of in the upcoming year. Workshops for parents are provided by the parent coordinator to engage parents and provide opportunities for parents to better understand and participate in their child's education. Pre-K teachers organize students' records for kindergarten class in June.

### **4b. 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.

The Instructional Core Team which is comprised of the instructional coaches, AIS provider, ESL teachers, IEP teacher, Dean and administrators meet weekly to discuss curriculum assessments and citywide assessments (MOSL, Periodic Assessments, End of Modules, Critical Areas and F& P). Teachers participate in bi-monthly Data Days with Instructional Core Team members to discuss patterns and trends in assessments results and how they are using their data to drive instruction. Teachers are provided with assessment calendars that outline key dates for all assessments used building wide. Grade Teams meet monthly to discuss all assessments and develop a plan of action to tailor instruction to meet the needs of all learners including ELLs and SWDs.

### **4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax

Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	439,028	X	9,12,15,18
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	68, 228	X	21
Title III, Part A	Federal	11,432	X	26
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	2,601,408	X	25

**<sup>1</sup>Explanation/Background:**

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

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

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

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

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 the school. Jackie Robinson, 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. Jackie Robinson 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 the school community;
- partnering with school's PTA to support programs and activities designated toward parental involvement
- effectively communicating with parents via monthly newsletter, School messenger service, and email when possible

The 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. The 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 the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., 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;

The 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-Teacher Association and Title I Parent Committee;
- supporting or hosting Family events such as costume party, movie night, holiday feasts;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

### **School-Parent Compact (SPC) Template**

Jackie Robinson 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.

- **School Responsibilities**

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;
- Providing continuous professional development for staff that can be effectively implemented, observed, and reviewed;
- Address concerns of instruction effectively and in the most efficient manner that quality instruction maintains consistent within building;
- Develop structures within building to implement, review, and update curriculum
- Collect, analyze, and share data within school community as a resource for implementing strategic decisions;

*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:*

- 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, Title I workshop, Tea time with Principal, PC Coffee time;
- Inviting parents to school events inclusive of trips, celebrations, presentations, and specific grade level events;

*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;
- the Principal and Assistant Principals having an open door policy;
- providing community resources available to assist in case of needed services;

- **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;
- bring matters of concern to school in the most professional, adult manner in order to keep focus on issue at hand;

- **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.
- promote the esprit of P.R.I.D.E. as a student of JRS PS 375



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

<b>Part B: Direct Instruction Supplemental Program Information</b>
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 114
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 3  
# of certified ESL/Bilingual teachers: 2  
# of content area teachers: 01

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 School; PS 375 is currently a Title I, Pre-Kindergarten to Grade 5 learning community serving 456 students. Our ELL population, approximately 114 students is comprised of students who speak a variety of languages including Spanish, Haitian Creole, Fulani, French, Bengali, Russian and Arabic. Jackie Robinson offers a Freestanding Push-in/Pull-Out Fusion ESL program for Kindergarten to Grade 5.

The current instructional model at Jackie Robinson is the Push-in/Pull-Out Fusion program is necessary for meeting the mandated hours to fully serve our students. Students receive all instruction in English with native language support. Grades K-2 receives Freestanding Push-in/Pull-out services from our K-2 ESL teacher for Grades 3-5 receive Freestanding Push-in/Pull-out Fusion services from our 3-5 ESL teachers. All ELL students at PS 375 were initially identified through the NYSITELL. Students who score below proficiency level are targeted for service. Parents are notified and given the option to enroll their child in a Bilingual or ESL program. Each year, identified children are re-assessed using the NYSESLAT examination.

The current NYSITELL results show that out of the 43 newly admitted ELLs 18 are Beginners, 13 are Intermediate and 12 are Advance. Our NYSESLAT results show that we have 9 Beginners, 28 Intermediate and 27 Advance. An analysis of the students' results show that Kindergarten Beginners and Intermediate need support with Speaking and Listening and the Advance need support with Listening. For Grades 1-5 Beginners and Intermediate need support with Reading, Writing, Speaking and Listening while Advance need support with Reading and Writing.

The creation and implementation of the Title III program will serve to provide academic content-area instruction in English, to use ESL methodology and instructional strategies, to use native language support to make content comprehensible, to assist students to achieve the state-designated level of English proficiency for their grade and to help ELLs to meet or exceed the standards.

Thrive Academy

Our Title III program will be identified as Thrive Academy. Thrive Academy will be using an integrated program which consists of Reading, Writing, Technology and the Arts. The program will introduce students to a holistic approach to learning the English Language. Students will be learning reading,

### Part B: Direct Instruction Supplemental Program Information

writing, science, social studies, technology and the arts. The program will be offered to beginners, intermediate and advance students in Kindergarten through grade five. Attanosia and Associates English Now! Program and Imagine Learning Technology based program will be used to develop students' academic vocabulary and basic English skills. Harcourt Science will be used for science investigations and hands on exploration. Learning through the Expanded Arts (LEAP) will also be used to support the arts and social studies component of Thrive Academy. The instructional focus for this program will be on Global Understanding and Cultural Literacy to promote students' reading, writing, speaking and listening skills. Students will be encouraged to use questioning skills to develop a deeper understanding of the lesson. In this program, students will be introduced to various cultures, discover their contribution to society while also celebrating their own cultures. Students will learn how to take risk in a safe environment using the arts. This will build students social and emotional confidence and give them an avenue for creativity in their artistic work. Students will eventually become more discipline and independent in setting and meeting individual goals. Instruction for Thrive Academy will be in English. The program will consist of two certified ESL teachers and one common branch teacher. The program will be offered for 36 sessions; Wednesday- Friday from 2:30 -4:30 starting December 3rd, 2014 through March 14, 2015. The school will complement the cost of the Title III program, using other funding sources.

### 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: Thrive Academy staff will attend and conduct Lunch and Learns to support the implementation of Thrive Academy as well PDs conducted by the vendor Imagine Learning to support the successful implementation of the Imagine Learning program. Some of the PD include:

November 26: Installation and Introduction to Imagine Learning Part I (This PD will be for 2hours for the two ESL teachers and one common branch teacher as well as two school administrators who will be working Thrive Academy. The PD will be provided by the vendor Imagine Learning staff: Eli Eyre)

December 1: Introduction to Imagine Learning Part II (This PD will be for 2 hours for the two ESL teachers and one common branch teacher as well as two school administrators who will be working Thrive Academy. The PD will be provided by the vendor Imagine Learning staff: Eli Eyre)

December 8: ESL Goal Setting and Monitoring (Lunch & Learn) (This PD will conducted by the senior ESL teacher at the school (Ms. Oxley) who is a certified ESL teacher during the 50 minute lunch period. The participants of the Lunch & Learn will be the common branch teacher, the other ESL teacher and two school administrators who will be working Thrive Academy)

### Part C: Professional Development

December 15: Task Complexity and Level of Questioning (Lunch & Learn) (This PD will be conducted by the school administrator who will supervise Thrive Academy during the 50 minute lunch period and will be attended by the two ESL teachers the one common branch teacher who will work Thrive Academy and one other school administrator)

February 3: Digging Into Data: Using Data to Drive ELL Instruction (This PD will be provided by the vendor Imagine Learning staff: Eli Eyre for 2 hours and will be attended by the two ESL teachers and one common branch teacher who will work Thrive Academy and the two school administrators who will supervise the Academy.) The expence accrued to supervise Thrive Academy will be at no cost to Title III funds.

Thrive Academy teachers will also attend the annual ELL Literacy Conference and be encouraged to attend workshops offered throughout the school year 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. Parents are viewed as critical stakeholders in our students' academic achievement and as a result considerable efforts are made in order to engage them with knowledge about school events, activities and important information as well as strategies to assist their child with homework. Efforts that secure and maintain partnerships will support children's learning and enhance academic success. With this in mind, we are committed to providing parent education to more than 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 a bilingual Parent Coordinator and several multilingual staff members who are available to translate and interpret when the need arises. Brochures, progress reports, report cards, educational materials and oral communication will be disseminated in the preferred language of the family so that all parents can get firsthand information about what is going on in our school. Whenever possible, we will arrange for translators at parent assemblies and meetings.

Throughout the year, we will invite parents to attend monthly meetings with the principal "Tea Time with the Principal" which will be held the 1st Thursdays of the month in the morning and the 3rd Tuesday of the month in the afternoon in addition to monthly SLT and PTA meetings. We also value word of mouth reports and the administration make extra efforts to solicit the views of our ELL parents "over the counter." Literacy workshops for parents of newly arrived students to familiarize them with the NYC school system, homework assistance, and resources for immigrants in the community.

**Part D: Parental Engagement Activities**

Specifically for our Title III families we will offer:

December 2 at 3:00PM: Introduction to Thrive Academy ( ELL Parents will be invited to attend an information session where they learn about the curriculum and the staff. This PD will be conducted by the Thrive Academy staff for 2 hours. Ms. Diaz our Parent Coordinator will be there to assist with translation for our Spanish speaking families, Ms. Oxley one of the ESL teachers will be able to translate for our Haitian Creole families and Mr. Beausejour one of our common branch teachers will be able to translate for our French speaking families)

February 17 at 3:00PM: Progress Reports (Thrive Academy parents will be invited to attend a workshop where they learn how the Imagine Learning program monitors the progress of their child and also receive a progress report for their child. This will be conducted by the two ESL teachers for 2 hours. Our Parent Coordinator with Ms. Diaz will be able to translate for our Spanish speaking families, Ms. Oxley will translate for our Haitian Creole speaking families and Mr. Beausejour will translate for our French speaking families)

We will be offering GED/ESL classes for parents through a partnership with the Office of the Adult a Continuing Education Program scheduled to begin in January 2015. We will distribute letters in the preferred languages, send electronic messages and enlist support from multilingual members of the staff to assist us in informing and providing a means for parents to meaningfully participate in our programs.

The Parent Coordinator will facilitate parent outreach and family support workshop for all parents of all ELLs. Specifically we will hold a Title III workshop on November 21st.

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: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <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	_____	_____

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<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 (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

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 [i](#) 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>
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# 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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>			0											0
<b>Dual Language</b> <small>(50%:50%)</small>														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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	84	0	18	14	0	8	5	0	5	103

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>Total</b>	<b>84</b>	<b>0</b>	<b>18</b>	<b>14</b>	<b>0</b>	<b>8</b>	<b>5</b>	<b>0</b>	<b>5</b>	<b>103</b>
Number of ELLs who have an alternate placement paraprofessional: <u>5</u>										

**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>	<b>0</b>													

\*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**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>	<b>25</b>	<b>29</b>	<b>16</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>0</b>	<b>103</b>						

## 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
Intermediate(I)	5	11	7	2	2	2								29
Advanced (A)	0	10	3	6	4	4								27
Total	<b>25</b>	<b>29</b>	<b>16</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>0</b>	<b>103</b>						

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)			0				0	
Chinese Reading Test								

**After reviewing and analyzing the assessment data, answer the following:**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How 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 [AMAQ 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 NYSESLAT 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. *①*  
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 biligual 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 representation 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, Rtl 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.

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**

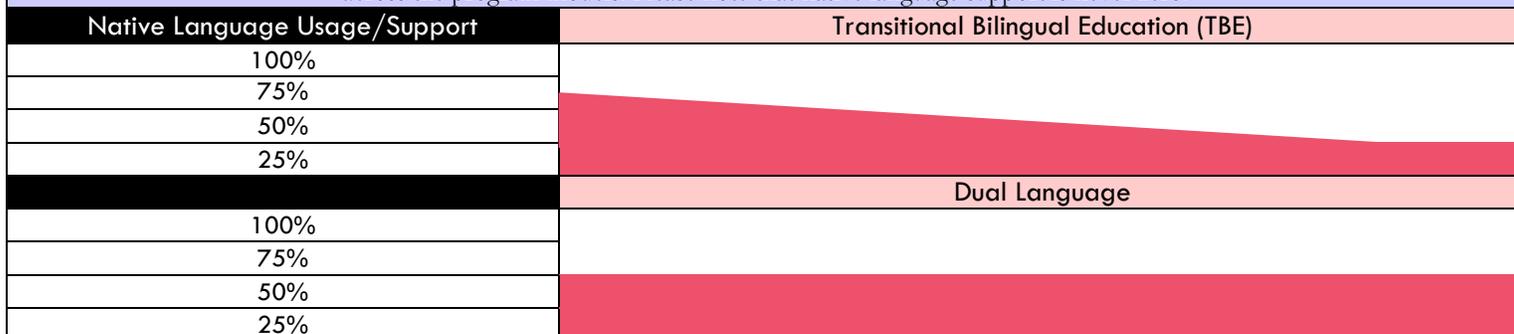
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 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
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> 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.



	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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 Hacourt 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 appropriateable 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 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.