

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

DBN: (i.e. 01M001):

29Q015

School Name:

THE JACKIE ROBINSON SCHOOL

Principal:

ANTONIO K'TORI

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Pre-K - 5 School Number (DBN): 29Q015
School Type: Elementary School Grades Served: Pre-K-5
School Address: 121-15 Lucas Street; Springfield Gardens, NY 11413
Phone Number: 718-525-1670 Fax: 718-723-7613
School Contact Person: Antonio K'Tori Email Address: aktori@schools.nyc.gov
Principal: Antonio K'Tori
UFT Chapter Leader: Eva Holmes Legrier
Parents' Association President: Deidre Dunlap
SLT Chairperson: Maurice Jackson
Student Representative(s): N/A

District Information

District: 29 Superintendent: Lenon Murray
Superintendent's Office Address: 222-14 Jamaica Avenue, Room 217, Queens Village, NY 11428
Superintendent's Email Address: LMurray3@schools.nyc.gov
Phone Number: (718) 264-3146 Extension 217 Fax: (718) 264-3148

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: CFN511 Network Leader: Jorge Izquierdo

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:

- 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*.
- 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.**
- 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)
Renee Holstein	*Principal or Designee	
Eva Holmes Legrier	*UFT Chapter Leader or Designee	
Deidre Dunlap	*PA/PTA President or Designated Co-President	
Verstine Thomas	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Eileen Truzzolino	Member/ UFT	
Susan Chapman	Member/ UFT	
Renita Jackson	Member/ Parent	
Onicia Whittaker	Member/ Parent	
Jewel James Rice	Member/ Parent	
Maurice Jackson	Member/ Parent	
	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	
•	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.
•	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
•	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.
•	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.
•	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
•	Trust: 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 administrators value each other.

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:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- 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:

- **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.
- **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.
- **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.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **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:

- 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.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Public School 15Q, The Jackie Robinson School, is a small and cozy elementary school with 423 students from pre-kindergarten through grade 5. The school population comprises of 93.6% Black, 4.96% Hispanic, .70% Asian and .23% White students. The student body includes 2% English Language Learners and 11% Instructional support students. Boys account for 48.5% of the students enrolled and girls account for 51.5%. The average attendance rate for the year 2013-2014 was 93.81%.

Our school also receives Title 1 funding with 66.2% eligibility.

While managing the academic curriculum we foster a true learning and working environment. Our vision and mission below should provide a snapshot of our dedication to instruction of all students.

VISION

To foster lifelong learning for students and adults, whereby the arts, sports and sciences become part of a seamless, learner-centered educational process. The accomplishment of which will be through a strict culture of high social expectations and high academic rigor. Pride and confidence in faculty, staff and students will promote excellence and positive pupil outcomes. Each graduating class shall be concretely prepared to successfully attack the academic requirements of middle school and beyond.

MISSION

- To align learning with individual student's needs and ability through differentiation of instruction.
- To align teaching on the upper grades with individual teacher's strength and passion.
- To foster "all around" respect of all stakeholders and our institution of learning.
- To provide early intervention in all areas of learning for at-risk students.
- To avail early intervention and professional development for at-risk faculty and staff.
- To provide all in our school community with a safe, secure and positive environment where all children can learn and adults can work.
- To recognize and develop the special gifts and talents in all students.

Our school is a special place where parents, teachers, nutritionists, school safety, building managers (school aides), paraprofessionals, custodial staff, health aides and the administration come together to provide quality education and a better social environment for children – overall a better life for children. We have managed to move the thinking and the motivation of, almost, the entire school community to a height where all stakeholders are focused on greater achievement in students' outcomes.

We have recognized that we must continue to drive our students to mastery in all areas of learning. We are currently working to reestablish our "A" rating. The entire school community is extremely motivated to work towards this rating for the school year 2014-15.

What is distinctive about our school?

- New State-of-the Arts Science Lab
- One (1) Mobile Lab
- Two (2) computer labs in need of upgrades
- A fantastic Auditorium that we use often for special programs for students and staff
- New Talent and Sports Program
- A Saturday and Holiday Advantage and Target 4Xcellence School for all upper grade students
- Availability of data
- Virtues of the Month-for Character Education

An aura of professionalism and determination between the administration and faculty permeate our school. The teachers and staff members feel they can turn to colleagues and/or an administrator for support, advice, and encouragement. The talent and arts component brings a new level of expectations for all stakeholders, especially the children. Their ability to travel to their talent area alone without incident elevates their self-esteem and boosts confidence. We provide a united learning environment enabling our students to develop strong leadership skills. The future is now; we are committed to better educate all children.

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

- 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).
- 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.

The school implements rigorous, balanced curricula that reflects the expectations of the Common Core Learning Standards and that challenges and engages all students.

Based on our last Quality Review, funding was spent to open a functioning school library, expand classroom libraries throughout the school to support the school’s literacy goals. We now have functioning school library utilized by the entire school. Character Development through the Arts and African American History classes are held daily in library. All students utilize the library to learn and research about their heritage in addition to borrowing book for enjoyment.

As per the Citywide Instructional Expectations, we have been focusing on all 22 components of the Danielson Framework to support and evaluate teaching and learning in the classroom.

Reflecting on last year’s observation ratings in Advance, a review of teacher goals and conversations with teachers during Initial Planning Conferences, we chose to work on 3b .

This year we are extending our work on planning higher-order questioning using Blooms Taxonomy to emphasize student engagement where students are taking an active role in classroom discussions and teachers stepping aside as the facilitator.

We are also supporting teachers with effective questioning techniques and classroom discussions, using Reciprocal Teaching and Questioning strategies throughout the 2014-2015 school year. Teachers will focus on four comprehension strategies: Predicting, Questioning, Summarizing, and Clarifying to support priority component 3b: Using questioning and discussion techniques.

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 – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 80% of all teachers will be rated as effective or highly effective in Domain 3b: Using Questioning and Discussion Techniques as per Danielson’s component. This goal will be monitored through on-going lesson snap shots in all content areas, professional development, and informal and formal observations using the Advance Evaluation System for teachers. All teachers will be able to monitor their progress using the Danielson rubric for component 3b and be provided with immediate teacher feedback based on observation.

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end</i>	Key Personnel <i>Who is responsible for implementing and overseeing the</i>

<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • 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). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 		<i>date?</i>	<i>activity/strategy?</i>
<p>All teachers will receive on-going teacher professional development throughout the 2014-2015 provided by the administration, network specialists, peers, Pearson Staff Developers, and other outside staff developers to support the teachers and varied leveled learners in our school with implementing rigorous instruction across the curriculum.</p>	<p>All staff members</p>	<p>September 2014-2015</p>	<ul style="list-style-type: none"> • Administration • School Leadership Team • Pearson • CFN 511
<p>By June 2015, 60% of students in grades Pre-k through 5, including students with disabilities (SWD), and English Language Learners (ELL) will increase in reading fluency and reading comprehension by at least one grade level by means of RTI. Based on needs, students will receive on-going intervention services, At-Risk services, and push-in /pull out services by scaffolding instruction based on needs.</p> <p>By June 2015, 50% of students in grades Pre-K through 5 will pass the NYSESLAT.</p> <p>All ESL/ELL students will be progress monitored 3x a year based on the NYCELL Learners Assessment.</p> <p>All at risk and high risk students will be progress monitored using several assessment tools: Amplify, MCLASS, Baseline and benchmark assessments, teacher generated assessments, and Performance Based Assessments throughout the school year.</p>	<ul style="list-style-type: none"> • At Risk Students • High Risk Students • ESL/ELL Students 	<p>September 2014-2015</p>	<ul style="list-style-type: none"> • Administration • ESL Specialist • SETTSS Support • IEP Facilitator • School Based Support Team
<p>Throughout the school year 2014-2015, parents will be invited to participate in on-going workshops: Unpacking and Understanding the Common Core Standards, Curriculum Expectations by grade, and how to support their children for the 2015 ELA, math, and science state testing.</p> <p>School personnel will be used to translate for ESL/ELL parents and caretakers during PTC, meetings, and workshops.</p>	<ul style="list-style-type: none"> • Staff members • Specialists • Administration • CFN 511 • Outside staff developers 	<p>September 2014-2015</p>	<ul style="list-style-type: none"> • Administration • School Leadership Team. • CFN511 • Instructional Specialist •
<p>Ongoing professional development, trainings, and collaboration amongst the teachers, the administration, the students, the parents and our staff will support us in maintaining trusting and respectful relationships for the school year 2014-2015 so that we can effectively teach and elevate our standards.</p>	<ul style="list-style-type: none"> • Staff members • Specialists • Administration • CFN 511 • Outside staff developers • Parents • School 	<p>September 2014-2015</p>	<ul style="list-style-type: none"> • Administration • School Leadership Team • CFN 511 • UFT

	Community • Children		
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Part 4 – Resources Needed

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

Network support
Per Session activities
Personnel

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:

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

Our outside staff developers from the Network as well as Pearson ReadyGEN Staff Developers will be supporting the progress monitoring of all teachers monthly. Teachers will receive observation feedback and next steps. The administration will also be observing teachers at least 6 times informally throughout the 2014-2015 based on the Danielson’s Framework to support the progress of effective teacher questioning strategies and discussion techniques.

All students will be progress monitored by their classroom teachers and specialists using several assessment tools: Amplify, MCLASS, Baseline and benchmark assessments, teacher generated assessments, and Performance Based Assessments. Testing will occur throughout the 2014-2015 school year.

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

• Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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- 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 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

- 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).
- 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 our NYC School Survey 2013-2014, 96% percent of all parents feel that their children are safe at our school and that there are adults whom their children can trust and will go to for help with a problem. Our school culture is family orientated. Students feel safe both in and around the school building, and while they travel to and from home. The administration and staff members work closely with all students and their caregivers in making sure they have a safe and supportive school environment. We will continue to address safety in the school and make sure that all staff members are provided on-going professional development.

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 – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 99% of all parents feel that PS 15Q is a safe and supportive learning environment for their children.

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • 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). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
Training on anti-bullying program through professional development	All students	September 2014-2015	<ul style="list-style-type: none"> • Administration • Guidance Counselor
Training on Respect for All through professional development	All students	September 2014-2015	<ul style="list-style-type: none"> • Administration • Guidance Counselor
Monthly school safety meetings	School Safety Team	September 2014-2015	<ul style="list-style-type: none"> • Administration
Character-development Read Alouds: Each month there will be a book selected school-wide focusing on one character virtue. Teachers will be responsible for reading, teaching, and responding to the virtue each month.	All students	September 2014-2015	<ul style="list-style-type: none"> • Administration • Instructional Specialist • Classroom

<p>CAPP (Child Abuse Prevention Program) will continue to present an effective Child Safety Workshop to our Grade 3 students. CAPP uses life-size puppets to teach children to recognize, resist, and report physical and sexual abuse. The simplicity and elegance of the Workshop allows the message to resonate in a highly effective and age-appropriate way.</p>	<p>Grade 3 Students</p>	<p>Spring 2014-2015</p>	<p>teachers</p> <ul style="list-style-type: none"> • CAPP • Guidance • Classroom teachers
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Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Professional Development Books Before o4 After School Activities for Students Per Session Personnel Special Daytime Assemblies</p>

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> • Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. • Specify a timeframe for mid-point progress monitoring activities. 				
<p>By January 2015, the School Safety Team will review the number of safety referrals submitted to the office by parents and staff members. The guidance counselor will collect exit slips and reflections after each safety programs provided to the children to be reviewed by our safety committee for reflections and next steps.</p>				
<p>Part 6b. Complete in February 2015.</p>				
<p>• Did the school meet the mid-point benchmark(s) in the timeframe specified?</p>	<p>X</p>	<p>Yes</p>		<p>No</p>
<p>• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</p>				
<p> </p>				

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

- 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).
- 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 our last Quality Review, our instructional specialists, academic intervention service providers support teachers through push-in and pull-out programs, collaborative team teaching inclusion classes, and an English language Specialist who pushes-in pulls-out students in all academic subjects. New and veteran teachers are been paired up with mentors to receive both in house and outside support to improve the teaching and learning in the classroom.

Peer collaboration is on-going as teachers meet 2-3 times a week during common preparation periods in addition to weekly after school hours to plan lesson, reflect on their practice, and analyze student data. The majority of teachers eat lunch with colleagues reflecting on student achievement and classroom instruction. Teachers count on colleagues for sharing best practices through book club reflections, intervisitations, mentorship, turn-keying of professional learning experiences to workshops attended. All staff members were provided with professional development prior to the opening of school in August 2014 receiving training rate. All staff members will receive on-going professional development during the school 2014-2015 school year during the school day, after school, and compensated on weekends. Teachers will receive on-going resources to elevate their practice in order increase student outcomes.

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 of 2015, 95% of all teachers and instructional specialists will be collaborating with grade members to improve teacher practice, classroom instruction, and student achievement. Teachers and specialists will meet twice a week to share best practices in order to improve the performance of all students based on MOSL and the NYS assessment tests.

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • 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). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
Professional development will be meaningful and differentiated based on the needs and wants of the teachers, specialists, and paraprofessionals.	All teachers and staff members	September 2014-2015	<ul style="list-style-type: none"> • Administration • MOSL Committee

			<ul style="list-style-type: none"> • Staff Members • Network • Pearson Staff Developers • Outside Staff Developers.
Implementation of RTI, SETTSS, Push-In/Pull-Out programs, ELL/ESL Specialists, and additional personnel members will support the struggling students.	Instructional Specialists. SETTSS teacher IEP Facilitator ELL/ESL Specialist	September 2014-2015	Administration
Holiday and Weekend School will be provided to all students in grades 3-5 for small group ELA and math instruction.	PS 15Q teachers and specialists Outside personnel	November 2014-April 2015	Administration
School-Wide monitoring of all Pre K – 5 students (Amplify) in order to track students the students who are at risk, on level, and above level in both ELA and math	All teachers and specialist	September 2014-2015	<ul style="list-style-type: none"> • Administration • Specialists

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Per Session allowance for professional development offered during non-school attendance time. Data specialist team compensation for per session (collect and analyze data) Substitute allocation due to scheduling adjustments when teachers attend workshops and outside visitations to other school to improve their teaching and learning.

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		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

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> • Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. • Specify a timeframe for mid-point progress monitoring activities.

By January 2015, all teachers will use their MOSL results, Amplify testing and on-going PM monitoring of students, in addition to Baseline Assessments to track the progress of all students.

Part 6b. Complete in February 2015.

• Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
• 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

- 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).
- 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.

As per our 2011-2012 Quality review, the school leadership communicates clear expectations to staff and families while supporting students to reach their full academic and social potential leading to increased student outcomes. (3.4) The principal regularly discusses the importance of being role models for students and the primacy of excellence daily over the speaker system, biweekly newsletters, and morning student discussions in the auditorium to address areas of concern.

Based on the findings of our 2012-2013 QR, teachers acknowledge the consistent communication of the high expectations and promotion of professionalism. Parents unanimously agree that the school communicates high expectations for their children and ways to support their children at home. Based on our 2013-2014 School Progress Report, 92 % of our parents strongly agreed that our school encourages parents to participate in their child’s education.

Based on the findings from the QR and 2013-2014 Progress Report School Survey Report 63% of parents strongly agreed that they would recommend this school to other parents. 33% of our parents agreed that they would recommend our school to other parents.

We will strive to have 80% of our parents to strongly agree that they would recommend our school to other parents.

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 2015, we will have 95% of all our parents feel comfortable in recommending our school to other parents. This will be measured by parent surveys, the 2014-2015 School Survey Report, and the 2014-2015 Quality Report.

The principal will continue to communicate with the parents, staff members, and community in promoting our school vision. The school leaders will place a high priority on the quality of teaching, professional development, and teacher effectiveness through the use of the Danielson’s framework.

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • 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). • Strategies to increase parent involvement and engagement 			

<ul style="list-style-type: none"> Activities that address the Capacity Framework element of Trust 			
Administration will communicate with all staff members the school's vision, mission, instructional focus, and citywide expectations during staff meetings and on-going professional development.	All Staff Members	September 2014-2015	<ul style="list-style-type: none"> Administration Advance Team
Administration will meet one-to-one with each staff member at least twice a year discussing the school vision and their learning goals for the school year.	All Staff Members	2014-2015	Administration
Parents will be offered on-going workshops on how to support their children with the CCSL and rigorous instruction taking place in the classroom. Workshops will be available based on parent time requests (After school and on weekends)	<ul style="list-style-type: none"> Specialists Classroom teachers Parents 	2014-2015	Administration
Teachers will receive on-going differentiated professional on the Danielson's Framework to improve teacher practice based on the needs of the teachers.	All staff members	2014-2015	<ul style="list-style-type: none"> Administration Network Outside Staff Developers Advance Team

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Network support to locate good/effective outside staff developers, teacher per sessions, funding team meetings and materials.
Scheduled of 80 minutes of professional development after school on Monday and Tuesday mornings will be implemented.

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.									
	Tax Levy	X	Title I Basic	X	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

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. 				
By February 2015, we will expect to see 20% increase in parents supporting our school and understanding our school vision based on the findings from the 2011-2012 Quality Review and 2013-2014 PR Survey Report by providing on-going parent workshops and PTA functions.				
Part 6b. Complete in February 2015.				
<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 	X	Yes		No
<ul style="list-style-type: none"> 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 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

- 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).
- 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.

As indicated on the 2013-2014 NYC School Survey Report, only 3 percent of our parents never attended any of our parent-teacher conferences. 69% of our parents have attended at least 3 to 5+ meetings with their children’s teachers during the school year to discuss the academic performance of their child.

Seventy-seven percent of our parents attended our November 2014 parent-teacher conferences, which is consistent with the 2013-2014 School Survey Report results and the parent engagement findings from our 2012-2013 Quality Review. .

We are looking for ways to expand parent PTA participation. We would like more active parent involvement moving the percentage of parents attending 3 to 4 times from 24% to 30 % based on the 2013-2014 survey reports.

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 January 2015, we would like more active parent involvement moving the percentage of parents who attend conferences 3 to 4 times a year from 24% to 30 % based on the 2013-2014 survey reports and a 5% increase: 69% to 74% of parents attending all PTA conferences which will be measured on our 2014-2015 School Survey Report, PTA sign-in sheets, and 2014-2015 Quality Review.

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • 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). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
The Student of the Month will be honored and recognized during the monthly PTA meetings	Parents/Guardians Students	2014-2015	PTA Administration SLT Team Teachers

PTA workshops, evening events, and sporting activities	Parent/Guardians Students	2014-2015	PTA Administration SLT Team Teachers
Hiring of a Parent Coordinator	Parents	2014-2015	SLT Team Administration
Parent-Teacher Conferences will be offered two different days. One day for evening conferences and one day for afternoon conferences. Tuesdays afternoons will also be set aside for parents to meet with teachers from 2:30pm-3:05pm.	Working parents Non-Working parents	2014-2015	Administration Parent Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Salary to support parent coordinator. Additional funding for school events, set building, props, costumes and personnel.

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		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
The Council of the City of New York Office of Cultural Affairs (CASA)									

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:				
<ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. 				
By January 2015, we will have in place a parent coordinator elected by the SLT team. The PTA along with SLT members will review the monthly PTA attendance in addition to parent feedback.				
Part 6b. Complete in February 2015.				
Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<p>We have implemented several reading intervention programs and strategies in grades Pre K-5 which focus on assisting struggling readers, reluctant readers, avoidance readers, and ELL's by engaging our students in the study of literature and language.</p> <p>All students in grades Pre K-5 use Readworks to support the ELA Balanced Literacy Program. Readworks is embedded into our Balanced Literacy Program to support independent practice, differentiation of instruction, and differentiation of text complexity. ReadWorks provides teachers with a variety of additional informational and non-fiction text selections to be use in class as well as for homework during our 100-minute literacy blocks to support the varied leveled readers in each classroom.</p> <p>Students in grades Pre-K to 2 implement Foundations to support all students with the phonic component of the Balanced Literacy Program. This program is a specialized language</p>	<p>Balance Literacy Program</p> <ul style="list-style-type: none"> • Read Alouds • Word Work • Word Analysis • Foundations • Generative Vocabulary Instruction • Implementation of Content-rich nonfiction and informational text. • Strategies to use for supporting text evidence • Strategies to use to ask, answer, and form arguments based 	<p>Whole Group Small group Centers Guided Reading Push-in/Pull out</p>	<p>During the school day, Saturday and Holiday School.</p>

	<p>program for children with reading/language difficulties that are taught in whole and small group settings in addition to being reinforced in centers.</p> <p>Teachers also use the ReadyGEN phonics routines which support all learners in phonemic awareness, decoding of words, phonics sounds/spelling, and wordwork instruction using non-fiction and informational text.</p> <p>Students in grades 3-5 use Word Analysis and Generative Vocabulary to support all students. Word-analysis instruction is explicit and systematic. Students learn word-study skills in isolation and in context. All skills and strategies are practice, applied, and spiraled throughout the year. The generative vocabulary approach builds on the tier concept by providing teachers with a method for identifying the most important Tier 2 and Tier 3 words to teach in a text. These are words that contain both the content and conceptual knowledge needed to understand the text at hand and that provide opportunities for teaching how words and language function within different text types, subjects, and context.</p> <p>Students in grades 3-5 (including our special education and ELLs population) are given an opportunity to attend our ELA Saturday and Holiday School Program. This</p>			
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	<p>program is specific to meeting the child where they are and supporting their weakness in order for them to become masters with the content while enriching the students who already mastered the material with a more rigorous materials based on a pre-test and post-test. Students work in small class sizes, less than 10, with one teacher. This program is geared to prepare the students for the NYS ELA exam in April 2015.</p>			
<p>Mathematics</p>	<p>All Pre K-5 students take math benchmark assessment test administered in September, January, and in May to aid in grouping of Pre K-2 using Amplify (Computer assessment program) which is administered one-on-one with the classroom teacher. Classroom teachers are responsible for disaggregating the data, planning for differentiated instruction, and communicating with parents/caretakers data results.</p> <p>Based on the student's performance results, students are grouped according to varied instructional level based on specific skills administered. Teachers and administrators will continue to use the data to differentiate instruction and for plan flexible grouping.</p> <p>All students will be progressed monitored every 2-3 weeks throughout each testing</p>	<p>Motivation Math, Finish Line, Go Math, Amplify, and Think Central, will be used to reteach skills and strategies based on specific Common Core Shifts in Math and Major Cluster Domains :</p> <ul style="list-style-type: none"> • Operations and Algebraic Thinking • Number and Operations , and Fractions, • Measurement and Data. 	<p>Small Group Push- In Programs Pull-out Programs SETTS</p>	<p>During the School day</p> <p>After School Programs</p> <p>Saturday and Holiday School</p>

	<p>period to drive instruction. Teachers will use different types of formative and summative assessments to monitor the varied leveled learners (Unit Test, Chapter Tests, PBA's, Teacher test, Baseline assessments, etc.)</p> <p>Students in grades 3-5 (including our special education and ELLs population) are given an opportunity to attend our Saturday and Holiday School Program. This program is specific to meeting the child where they are and supporting their weakness in order for them to become masters with the content while enriching the students who already mastered the material with a more rigorous materials based on a pre-test and post-test using the mathematics instructional materials from Empire State Mathematics and Motivation Math from November through May 2015. Our students are provided with specific math strand material from the Finish Line Series as a way of supporting our students in mastering the New York State Mathematics Strands which can be translated into student success by meeting the state standards for their specific grade</p>			
Science	None in this area at this time. However, a focus of Science through Reading is in place to keep our young learners current in appropriate grade level Science.		Whole Class; small group; science club	During the school day
Social Studies	African American Cultures through the Arts: The course will engage		Small group instruction and one to one	During the school day

	<p>students in African American Cultures through the Arts. Based on Common Core Standards, the academic focus will center on literature, writing and discussion through document based inquiry and questioning.</p>			
<p>At-risk services <i>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p>	<p>At Risk Services provided by the Guidance Counselor:</p> <p>A Guidance Counselor's role is to observe a child's behavior. The Guidance Counselor will remove a child and speak with them quietly when necessary. In some cases, the Guidance Counselor will continue to see the child depending on the child's needs. Conflict resolutions are used when students have difficulties with others. Educational manipulatives and appropriate youth development games are used to support the instructional and social development of the whole child. If the Guidance Counselor feels that the child needs further evaluation, she will refer to the SAT (Social Worker/Psychologist) for observation. The Guidance Counselor is a member of the PPC (Pupil Personnel Committee).</p> <p>At Risk Services provided by the School Psychologist:</p> <p>All teachers are able to refer children if they believe the child</p>		<p>Small group instruction and one to one evaluations</p>	<p>During the school day</p>

	<p>demonstrates academic deficiencies and unusual behaviors. The psychologist is a member of the PPC. The psychologist conducts evaluations for referred students and determines eligibility for Special Education, making recommendations for services and ensures that all guaranteed procedural safeguards are provided to the parents.</p> <p>At Risk Services provided by the Speech & Language Therapist:</p> <p>At Risk Speech and Language Services is designed as an early intervention to prevent long-term academic failure. At risk students are identified early in order to prevent speech, language, and communication disorders from occurring. As soon as the data indicates that students are struggling to meet grade-level expectations the Speech Language Pathologist conducts an informal screening and in-class observation to examine five basic areas of communication: articulation, language, pragmatics, voice and fluency. High-quality interventions, indirect therapy, direct therapy are then provided to match the student's specific needs. Direct therapy is given either individually or in a group setting for thirty minutes twice a week. Indirect services are given to support the direct intervention by monitoring progress, offering</p>			
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	<p>curriculum support, consultation, and collaborating with the related service provider on a regular basis. The Speech Language Pathologist services the at-risk students in order to help them improve their academic performance and achieve academic progress. It is important to intervene early and provide appropriate interventions and supports in order to prevent learning and behavioral problems from becoming larger issues. The at-risk students are generally provided therapy for 2 months. Frequently these students make further improvements without enrolling in Special Education. If progress is limited, other interventions are considered.</p> <p>At Risk Services provided by the Occupational and Physical Therapist:</p> <p>The emphasis of school-based occupational and physical therapy is to help students access the academic environment and participate to the maximum extent possible in educationally related activities. Therapists are responsible for evaluating and treating students with disabilities, maintaining daily progress and attendance records, writing progress reports, attending IEP meetings, and recommending adaptive equipment, environmental accommodations, or assistive technology. In addition to these services provided to students on</p>			
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	<p>their caseloads, occupational and physical therapists work collaboratively with teachers and other school staff to serve the school community in a variety of ways. These include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participation in the Academic Intervention Team/Pupil Personnel Team <input type="checkbox"/> Screenings/observations in classroom or other school environment <input type="checkbox"/> Consultation with teachers to offer strategies and classroom recommendations for individual students or the whole class <input type="checkbox"/> Attending meetings that support student programming (i.e. school meetings, parent meetings) <input type="checkbox"/> Activities that support students in natural environments or general education curriculum (i.e. social skills groups, exercise groups, functional sensory motor groups, handwriting groups) <input type="checkbox"/> Staff in-service and professional development (i.e. in-service to kindergarten teachers on developing fine motor centers) <input type="checkbox"/> Provide assistance in environment adaptations, acquiring, or modifying equipment or devices <input type="checkbox"/> Linking parents to appropriate community-based resources <input type="checkbox"/> Designing home exercise programs and related activities for carryover <input type="checkbox"/> Supporting school compliance and data tracking <p>At Risk Health-related</p>			
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	<p>Services:</p> <p>All teachers and staff are required to pay keen attention to the children's behaviors as they relate to possible mental or physical health. At the onset of any suspected weaknesses, the child is seen by the school nurse. If the school's nurse identifies a situation in need of further professional attention, the parents are called for prompt discussion and proper referral.</p> <p>The school works closely with the "BETSA Foundation," a community based organization that provides glasses, clothing and other support to our students and parents.</p> <p>Services Provided by the IEP Facilitator:</p> <p>The IEP Facilitator moves the agenda for the SAT. She confers and accepts requests for referrals from the classroom teacher and brings it to the attention of the Pupil Personnel Committee. As chairperson of the PPC, the IEP Facilitator prepares the agenda which includes discussion of the update of current cases, update of all intervention services, and presents new requests (from a teacher or parent). The IEP Facilitator documents and keeps the confidential files in order. The IEP Facilitator attends all initial evaluation meetings, determining goals from the social and academic history of the</p>			
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	<p>child. The IEP Facilitator is a co-teacher in integrated co-teaching classes three periods per day. She also insures that every child who is entitled to related services, receive them. The IEP Facilitator oversees all Annual Reviews completed on SESIS, ascertaining that the teacher has completed and finalized the meeting notice at least 7 days in advance, prepare for coverage so the teacher can attend the meeting, that the attendance sheet is uploaded and completed. The IEP Facilitator also ensures coverage for the teacher to attend the meeting. She also reviews the IEP for errors, finalizes the document and sends a copy home. The IEP Facilitator is also a Crisis Manager for Special Education students</p>			
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

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.
<p>The New York State Teacher Effectiveness Program is implemented to support teachers and administrators with supervision and instructional practice. Characteristics evident in a Highly Qualified Teacher include demonstrating organizational skills, enthusiasm (energy), an apparent love of children and teaching. A HQT has the ability to use wit and humor and is perceived by students as fair and approachable. A HQT displays self-confidence in front of a class: the teacher has control of the classroom and the students know who is in charge. A HQT is always prepared with the subject material and is always searching for and using, new methods to teach an old concept. Lessons are prepared, executed strongly, and can easily be adapted to fit the tone, environment, or mood of the class. The Highly Qualified Teacher takes pride in her work and always strives for excellence.</p> <p>In order to ensure that current staff becomes highly qualified, the teacher must execute several key areas of mastery, planning, and preparation.</p> <ul style="list-style-type: none"> • Teacher shows excellent communication skills • Promotes a safe and organized environment conducive to learning • Sets an example of good rapport for peers and students as well as parents • Has an accurate knowledge of the various disciplines • Can build a healthy teacher/school relationship (collaboration) • Recognizes and executes good pedagogy • Able to plan effective lessons to move instruction • Sets high standards for our learning community • Able to give meaningful assessments based on data • Can manage a variety of different students • Supports the needs of all students, faculty, and parents, as well as the community

- Checks and returns work in a timely fashion to children
- Enhance students' self esteem
- Incorporate critical thinking skills
- Include technology to move instruction
- Focus on student's motivation
- Teacher Effectiveness Workshops will be available for all administrators and teachers.
- Give students insight into careers.
- Attend workshops, professional growth and implements those strategies to help fellow staff members and students.

The Special Education Reform Act of 2012 constitutes that all students with IEP's who receive services such as Occupational Therapy and Physical Therapy, Speech or Counseling, Small Class, must be serviced in the school in which they are zoned. In some cases, when the school does not have the Special class or service in which the student should be placed, the school is mandated to provide that student with that service by any means necessary. Consequently, the Highly Qualified Teacher is a General Education Teacher who realizes what must be done and has the ability to incorporate the Special Education students' goals into her lessons. The teacher must be able to differentiate instruction to meet the needs of the Special Education student and provide that student with an equal opportunity learning opportunity.

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).

The strategies and activities for high quality professional development for all teachers, specialists, and professional staff members are provided monthly after school during faculty conferences in addition to during after school hours. All staff members also are provided on-going lunch and learn professional development during the school year so that teachers can learn and collaborate in small group settings.

During the summer and throughout the school year, the administrative staff attends high quality professional development provided by the CSA organization in addition to on-going professional development at school sites and webinars.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A

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.).

Our Pre-K program provides a nurturing, stimulating, learning environment where young children can thrive. Our commitment is to help children achieve their full potential so that all students will smoothly transition to kindergarten. With the help of the administration, coaches, specialists, parent coordinator, social worker, and guidance counselor, we are meeting the individual needs of all our students in working on building on students' strengths. Based on the developmental level of each student, differentiation of instruction is implemented within the classroom through centers, small group instruction, and class lessons.

The Pre-K teacher and paraprofessional collaborates and works closely with all the kindergarten teachers in planning and implementing horizontal and vertical alignment of all common core e learning standards. Pre-K and Kindergarten Teachers have the opportunity to collaborate 2-3 times during weekly to common plan and discuss how they are implementing the curriculum into their classrooms. Portfolios and on-going student assessments are frequently discussed and reflected on so that academic and proper intervention student needs are addressed.

All Pre-K students eat lunch, have daily outdoor recreational times, and participate together in quarterly show presentations, holiday events, trips, classroom intervisitations and interactions in order to for Pre School children to become acclimated in PS15 School.

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 MOSL committee met during the summer, with representatives from the teaching, as well as the administrative staff, to select the assessments that would be used in teacher evaluation. Specific professional development on the use of formative and summative assessments, as well as the creation of effective teacher-made assessments, is addressed in our PD plan. The assessment process is that the teachers understand that assessment, analysis questions and data, provides students with feedback, and further assessment which lead to next steps and student growth. Teachers collaborate with the administration and their peers to discuss on-going data, progress monitoring, and next teaching steps. Teachers meet biweekly during common preps, grade meetings, faculty conferences, and professional development to discuss the assessments being used, analyzed data, look at student work, and provide the administrative team feedback and next steps needed in order to move the instruction.

Teachers differentiate their assessments based on their class and the different leveled learners in the classroom. Teachers use the most current quantitative and qualitative data regarding student performance trends and additional indicators listed below to properly assess the students.

ELA: Teachers use a variety of ELA testing materials to assess their students such as Baseline assessments, Ready Gen Performance Tasks, ReadWorks and textual analysis passages, Storytown assessments, teacher constructed ELA biweekly and unit tests based on skills and/or strategies taught, in addition to Think Central and Engage NY resources available on line. On-Going comprehension and skill assessment conducted using Amplify assessments 3x a year in addition to progress monitoring.

Math: Teachers collaborate using Go Math chapter tests, Unit tests, Performance Based Assessments, Critical Thinking Tasks, Teacher made quizzes, Think Central Website, Amplify Testing for beginning/middle/end of year testing

and progress monitoring in addition to Base line testing.

Professional Development: Based on teacher requests, teacher data, and teacher observations and feedback, PS15Q provides on-going professional development to all teachers and specialists over the summer and throughout the school year. Professional Development sessions are held after school, on weekends, during faculty conferences, and grade conferences.

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 codes¹. 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 consolidated². **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	207,834	X	11, 13, 18
Title I School Improvement 1003(a)	Federal	None		
Title I Priority and Focus School Improvement Funds	Federal	None		
Title II, Part A	Federal	80,349	X	13, 15, 18
Title III, Part A	Federal	None		
Title III, Immigrant	Federal	None		
Tax Levy (FSF)	Local	2,648,591	X	11, 13, 15, 21

¹Explanation/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:

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

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

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

- **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.
- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **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.

Parent Involvement Policy (PIP)

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. **[PS15Q The Jackie Robinson School]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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. **[PS15Q The Jackie Robinson School]** will support parents and families of Title I students by:

P.S. 15Q School Parental Involvement Policy

At P.S. 15Q, we believe that ongoing involvement of parents is very important to the success of our students' education. Our school creates and supports a strong parent-school partnership. We encourage parent volunteerism and plan meaningful activities in which parents and families may participate. P.S. 15Q is working with our Children's First Network CFN511, an organization that is committed to developing and maintaining strong programs of school, family and community partnerships. P.S.15Q will focus its programs and activities on six types of involvement: parenting, communicating, volunteering, learning at home, decision making and collaborating with the community. Through active pursuit of these six areas, P.S. 15Q will strive to create the best possible learning environment for its students. In reference to our CFN511 uses research-based approaches to organize and sustain excellent programs of family and community involvement that will increase student success in school. To create and support strong parent-school partnership, this policy will be revised annually.

Parent Orientation Open House Meeting is held annually at the beginning of each year. Two meetings are generally held - one for the lower grades (PreK-2) and the other for the upper grades (3-5). All parents are invited and encouraged to attend to be reintroduced to the school's vision and expectation. The purpose of the parent orientation open house meeting is to provide parents an opportunity to meet and greet the teachers, paraprofessionals, and additional support staff who will be working with the children. The parents will also sit with their child's teacher to understand the curriculum and social development for the entire school year. The teacher provides sample school books, the curriculum used in the school, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet.

The school PA/PTA is another way that parents get involved. Meetings are hosted once a month where parents convene to talk about their issues, concerns and recommendations, school progress, school activities, community

activities, changes that affect parents regarding school legislations and plan activities for parents and children to socialize. We also have recognition of student achievements, parent conferences, Title 1 meetings and workshops. Additionally, we provide childcare, food, workshops, conferences and transportation which will be offered as needed to the extent feasible and possible, in order to eliminate potential barriers to parent involvement.

P.S. 15Q will provide parents with timely and pertinent information regarding parent involvement, their child's achievement and the school's performance. This will include, but is not limited to, the following:

- Yearly Title 1 and Curriculum Open House meeting
- School performance records and proficiency level expectations distributed at the beginning of each school year
- Written communication from teacher, including daily notes, weekly take-home folders, report cards and formal standardized test scores reports
- ARIS
- Oral communication from teacher including
 - Phone contacts (goal: contacting 50% of population each grading period)
 - Parent Teacher Conference opportunities (at least two opportunities per year)
 - Interaction at after-school functions
 - Text Messages
- PA/PTA meetings
- School Council meetings
- Parent Workshops
- Newsletters
- Monthly Calendars
- Posting upcoming events on outside marquee, school website
- Suggestions Survey distributed to all parents at the beginning of each year
- Timely responses to parents suggestions through telephone calls, notes and conferences
- Satisfaction Surveys distributed to all parents at the end of each year

Parents, through the annual Open House meeting and the P.S. 15Q Handbook, will be assisted in understanding the following: the National Education Goals, the State of New York's content standards and student performance standards, school improvement process (when applicable), the State of New York's assessments, the Schoolwide program, and Title I requirements. Translations will be provided to the extent possible, funded by Title I.

Ongoing Parents nights will provide opportunities for parents to participate in school related activities throughout the year. The Parent Coordinator will organize Parent Workshops, through which information will be distributed to parents on how to help improve their children's achievement in school. The topics of these workshops will include, but not limited to, literacy, math, science, computer security, financial planning, energy savings, and parenting. Materials and information regarding child development and school achievement will also be made available to parents through

monthly newsletters and through the Parent Coordinator. Additionally, Parent as Leaders Program (Learning Leaders) training seminars will be conducted at least once a year to train those individuals who desire to become active volunteers at the school.

The Parent Coordinator will attend monthly faculty meetings and will inform faculty of parent concerns and/or activities when appropriate. The Parent Coordinator will also distribute information which stresses the value and utility of parental contributions and involvement in school personnel. When appropriate, the Parent Coordinator will work to build partnership with organizations, businesses and other schools in the community. These partnerships will be informed in order to improve the involvement of the community in the school, through volunteer work or the donation of gifts, and the involvement of the school in the community.

The Parent Coordinator is an available resource to provide information and support to parents. Parents are made aware of the Parent Coordinator during the Annual Open House meeting and through the parent newsletter. The Parent Coordinator has on office compiled of an inventoried resource list of books, magazines, articles, videos and DVD.s. The resources include information on child achievement in the areas of math and literacy, child development, best practices of child rearing, effective ways for parents to get involved in the school, and current volunteer opportunities for parents. To the extent possible, resources will be provided in English, French and Spanish. The school, parents, and coordinator will develop a Parent-Teacher-Student Compact jointly. This compact will outline how parents, the school staff, and students will share the responsibility for improved students' academic achievement and the means by which the school and parents will build a partnership to help students achieve the state's standards.

The contract shall address the importance of communication between teachers and parents on an ongoing basis. The compact will be distributed to all parents and will be sent home with each student. Translations in other languages will be available as needed and the extent possible. The school will collect suggestions and comments from parents on an ongoing basis, through the beginning of the year parent interest surveys, ongoing parent workshop evaluations, and the end of the year Parent Satisfaction Survey. All data, comments and suggestions, including unsatisfactory comments, regarding the Title I school plan and parent involvement policy, shall be revised annually. This information will be considered in the revision of the Parent Involvement policy and Parent Involvement Action Plan for the school. The school will provide timely responses and suggestions.

School-Parent Compact (SPC)

[PS15Q The Jackie Robinson School], in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

P.S. 15Q will:

- Provide high-quality learner-centered curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's academic achievement standardized tests.
- Hold parent-teacher conferences (at least twice for the school year) during which time the teacher will discuss the compact as it relates to the individual child's achievement. The conferences are normally held in November and March of the school year (one in the afternoon and the other in the evening to accommodate all parents).

- Provide parents with frequent reports on their children’s progress orally and written.
- Provide parents reasonable access to their child’s teacher and staff. Parents wishing to meet with their child’s teacher should contact the teacher to arrange for an agreeable date and time.
- The school provides parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities. Parents wishing to volunteer should contact the Parent Coordinator for training as a Learning Leader. Parents wishing to observe classroom activities should coordinate a mutually agreeable time and date with the teacher.
- Parents are involved in the planning, review, and improvement of the school’s parental involvement policy and the school-parent compact.
- Parents are also involved in any Schoolwide Program that the children are participating in.
- Hold an annual meeting to inform parents of the school’s participation in Title I, Part A and to explain Title I. The meeting is normally convened at a time convenient to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible can attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs and will encourage them to attend.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school’s curriculum, the forms of academic assessment used to measure children’s progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessment in Math, ELA, Social Studies and Science. This is normally on the Report Card that goes out in June.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

II. Parent/Guardian Responsibilities:

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

- See that my child attends school regularly and on time.
- Prepare my child with the necessary tools to achieve excellence in class.
- Provide a home environment that encourages my child to learn.
- Make sure that homework is completed daily and reviewed.
- Monitor the amount of television my child watches.
- My child will watch educational programs that help promote education.
- Communicate regularly with my child’s teachers.
- Support the school in developing positive behaviors.

- Talk with my child about his/her school activities.
- Encourage my child to read at home and join the community library.
- Volunteer my time at school (inside and outside the classroom).
- Participate where appropriate, in decisions relating to my children's education.
- Promote positive use of my child's extracurricular time.
- Stay informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate.
- Serve to the extent possible on policy advisory groups, safety meetings, SLT, PA/PTA, Title I, Part A parent representative on the school's Parental Improvement Team, the Title I Parent Advisory Committee, the District wide Policy Advisory Council, or other school advisory or policy groups.
- Provide additional resources helpful in supporting the school's vision.
- Bring your Father to School Day.

III. Student Responsibilities:

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

- Always try to do my best in my work and in my behavior.
- Get to school on time everyday
- Show respect for myself, my school, and other people.
- Be prepared for all challenging educational opportunities.
- Take pride in my school.
- Uniform dress code.
- Develop my critical and creative thinking skills.
- Complete my homework assignments in a timely manner.
- Study for all school assessments.
- Monitor my television time.
- Get to bed on time so that I get enough sleep for school the following day.
- Work cooperatively with my classmates.
- Read at least 30 minutes every day outside of school time.
- Give to my parent/guardian all notices and information received by me.
- Strive to be an exceptional student
- Always respect school property and keep it clean
- Leave cell phones, game devices, music players, toys and any other items of value at home.
- Keep your hands and your feet to yourself.
- Follow the Student Discipline Code.

IV. Teachers Responsibilities

As a teacher, I will:

- Provide parents reasonable access to me at a time and date convenient to both.
- Show respect for each child and his/her family.
- Provide parents with frequent reports on their children's progress.
- Provide an environment conducive to teaching and learning.
- Help each child grow to his/her potential.
- Provide high quality curriculum and instruction to assist students in learning the Common Core standards.
- Utilize student data to motivate instructional lessons.

- Enforce school and classroom rules fairly and consistently.
- Maintain open lines of communication with the student and his/her families through parent teacher conferences at least annually.
- Seek ways to involve parents in the school program (volunteer, participate, observe).
- Demonstrate professional behavior and a positive attitude.
- Provide monthly notifications for classroom agendas.
- Inform parents of any issues and progress in a timely manner.
- Make sure students' portfolios are accurate and up to date.
- Develop students' social skills so they can function in a public setting.
- Minimize the achievement gap between the students.
- Demonstrate leadership as a role model for the students.
- Provide Common Core Workshops for parents

**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 29	Borough Queens	School Number 015
School Name The Jackie Robinson School		

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 Antonio K'Tori	Assistant Principal Renee Holstein
Coach type here	Coach type here
ESL Teacher Josephine Arduini	Guidance Counselor Eileen Truzzolino
Teacher/Subject Area Iyana Wilmott, Special Ed.	Parent Maria Reyes
Teacher/Subject Area type here	Parent Coordinator Karen Crutch
Related Service Provider type here	Other Ms. Aragon, Schools aide
Network Leader(Only if working with the LAP team) type here	Other type here

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	463	Total number of ELLs	7	ELLs as share of total student population (%)	1.51%
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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	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE	1			2	3	1								7
SELECT ONE														0
Total	1	0	0	2	3	1	0	0	0	0	0	0	0	7

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	4	Newcomers (ELLs receiving service 0-3 years)	5	ELL Students with Disabilities	0
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	5	0	0	2						7

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		
Total	5	0	0	2	0	0	0	0	0	7
Number of ELLs who have an alternate placement paraprofessional: <u>0</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 Spanish	0			0	0	0								0
SELECT ONE Haitian					0									0
SELECT ONE _____					0									0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	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	1			1	1	1								4
Chinese														0
Russian														0
Bengali														0
Urdu				1										1
Arabic					1									1
Haitian					1									1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	1	0	0	2	3	1	0	7						

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)	1			1		1								3
Intermediate(I)														0
Advanced (A)				1	3									4
Total	1	0	0	2	3	1	0	7						

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2				2
4					0
5					0
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	2								2
4									0
5									0
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									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				
Geography				
US History and				
Foreign Language				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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.
Our school uses Mclass to assess reading levels of our students. These assessments are done three times a year-Beginning, Middle, and End of year. We also use periodic standardized testing. The data from these tests drives our instruction. The results are on Aris and the information is shared with other teachers and parents. In addition, grade-level and class tests are given to ascertain the areas where

the students would need additional help.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The Lab-R determines which type of instructional program the students will be placed in. All of our new students qualified for the ESL program. They were identified as Beg/Int and given the appropriate ESL units of study. Students are advancing on their proficiency levels. The NYSESLAT is showing annual improvement.

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](#))

Paste response to question here:

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. We gave the students a sample test in their native language. They were not able to do it. Therefore, we tested them in English.

These tests are the most accurate way of assessing their progress.

b. The Ell students are constantly monitored, as are all students. The instructional planning is adjusted based on the data collected from formal and informal assessments. School leadership has high expectations of all of the students, including ELL students. It supports the Core Curriculum which leads to post-secondary options, including college.

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](#).)

Based on data gathered and progress monitoring, decisions are made about changes in goals, instruction, and services that the students will receive. All teachers working with the students will collaborate on the best plan to help these students achieve proficiency levels on the NYSESLAT.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Several strategies will be used. First, background knowledge will be built by previewing key concepts and challenging vocabulary. There will be close, interactive reading of the text. In trodution to the material will be scaffolded. Collaborative discussions among teachers will take place to help the students.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Goals are aimed toward achieving the proficiency levels on the NYSESLAT. The students' success is measured by their performance on periodic tests admistered across ELA, Math, and other subjects. If the students are not meeting goals, further intervention is given.

Part IV: ELL Identification Process

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

- 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](#).)
At enrollment, the Home language Survey is administered to determine home language. If the home language is other than English, there is an informal interview with the student. If the student speaks little or no English, the LAB-R is administered within 10 school days of registration. If the student does not score at a proficiency level, the student is placed in the free-standing ESL program.
- 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.

If the home language is not English, the parents are shown the NYC Dept. of Education video in their home language to explain their options. They are told that our school only offers the Freestanding ESL Program. If they do not understand English, we use available staff who are fluent in the language to help explain this to them. We attempt to do this on the day of registration.

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 [\[see tool kit\]](#).)

Letters and surveys are printed in the native language from the DOE site. Parents are asked to sign them when they view the videos. They are given a copy. The letters are kept in a binder in a secure location. A copy is also put with the student's permanent record.

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 HLIS and the LAB-R scores identify the students and determine their eligibility for the program. We place the students in the Freestanding ESL. Our school does not offer a bilingual program. If the parent would like one, we contact the DOE to find a placement.

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.

We look at the past scores on the ATS reports to determine if the students will take the NYSESLAT. Tests are ordered by the Principal in the fall. The testing coordinator and the teacher in charge of the ELLs make sure that all steps of the exam are administered. Students are given tests under test conditions. The tests' dates are posted. The students are tested in a quiet area. No one else is in the room except the students and two teachers. (The workshops offered by the DOE on administering the test are attended by staff members to ensure a thorough understanding of the test.)

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](#)

Parents have chosen the free-standing ESL program. We have a steady rate of ESL enrollment. We constantly monitor parent choice of programs.

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])?

a. Both a push-in and pull-out are used. When there is a pull-out, it is a heterogeneous group.
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)?

If the students are beginners, the teacher pushes in or pulls out with the students and uses the time to teach English. The time is also used to introduce the grade and subject material to the students. Content area material is scaffolded for the students. When needed, material is also brought in in their language to supplement instruction.
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.

Content material is delivered in English. Lessons are scaffolded for the students. We will provide bilingual glossaries. Extra vocabulary help will be given. We will work on the Scaffolding the Common Core for them
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Materials and tests are obtained and in the native languages and administered. If needed, screeners will be called in for testing.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Student monitoring is constantly done. both oral and written evaluations are done. ELA and Math areas are assessed biweekly and reviewed for areas of help-needed and improvement.
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. Does not apply at this time.
b. These students are given extra time with ESL instruction and extra time to practice the oral language. Students are taught skills to help with reading and writing. Content area lessons will be scaffolded. They will be given extended time for testing.
c. These students will be identified. They will be tested to see why they have not tested out. The areas of "need" will be identified and intense instruction will be given to help them. They will receive additional support in the content areas.
d. Does not apply at this time.
e. These students will receive push-in and pullout services to ensure that they succeed with less ESL services.
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?

Explicit instruction is used in comprehension strategies and text structures, building background knowledge, and helping ELLs connect with their prior knowledge. Diagrams (e.g., labeling the parts of a plant) or matching activities will be used.
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?

Doesn't apply at this time.

Courses Taught in Languages Other than English

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

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

Class/Content Area

Language(s) of Instruction

Class/Content Area

Language(s) of Instruction

Courses Taught in Languages Other than English ⓘ

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

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

Native Language Arts:	None			
Social Studies:	English			
Math:	English			
Science:	English			

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

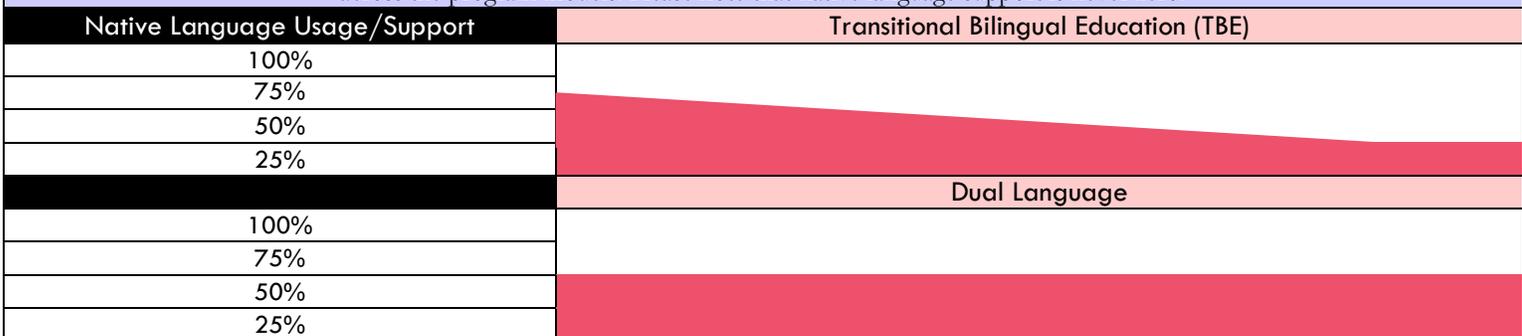
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes 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
FOR TBE /DL PROGRAMS: 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%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

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.
Our school offers differentiated classroom instruction, AIS periods, After-school help, and Saturday school in English. There is also time in the computer lab used to work with students and individualize extra help in Reading and Math. We use Think Central and Starfall in the computer lab.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
All teachers know that all students are included in their instruction. ALL student data is periodically reviewed so that no student is left behind. We look at the NYSESLAT and the other NYS tests to make sure that we are moving our students..
11. What new programs or improvements will be considered for the upcoming school year?
The Saturday school program will be extended to additional students.
12. What programs/services for ELLs will be discontinued and why?
None at this time.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All academic and extracurricular activities are offered to all students. We have sports, dance, music programs open to all students.
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 have sufficient materials for all students. We have support texts at different levels to help our students. Books are leveled to reader proficiency. There are computers available to all students. Programs such as Starfall help our students. We also use PBS kids and Math sites to improve students learning. Material in their native language will be provided.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
ESL- Glossaries from the DOE website are downloaded for the appropriate subject. Dual language material will also be obtained as needed. If needed, the DOE will be contacted for translators.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Since our school is PreK -5, all materials are appropriate for this group.
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.
We have a summer program in our school. Parents are given a list of community activities that will help their child. We reach out to the DOE to get information for the parents.
18. What language electives are offered to ELLs?
None.
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)?

Paste response to questions here:

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.

1-2. Teachers working with the ELL students take workshops offered by the DOE. These include programs that teach how to include the ESL learners in the Common Core. One workshop was the QTEL. Others are on Helping ELLs with Science and Math. Another is on preparing the students for the NYSESLAT. The guidance counselor is offered workshops in working with ELLs.

4. The school will set up workshops with teachers and parents on how to reach the ELL students and support their learning. The calendar is being revised at this time.

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?

1-4. The school Parent Coordinator reaches out to parents with information about community organizations. They are encouraged to attend PTA meetings. She connects them with other families from similar backgrounds. Translation services are given by community and staff members. Surveys will be sent out in multiple languages to ask parents what services they would need to help their child succeed.

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: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		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: **29Q015** School Name: **the Jackie Robinson School**

Cluster: **5** Network: **CSN511**

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

Part A: Needs Assessment Findings

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

We look at the home language survey of each child and their families on enrollment. We have a very low ESL population. The staff is aware of the students' home language..They are responsible for providing frequent communication with the families. Translators are available to communicate with the families.

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.

We have found that we have staff and parents who are fluent in our students' needed languages. We translate written documents and speak with the families in their language. If needed, we will reach out to Central for translators. We meet with families at the beginning of the school year and introduce our community to each other, specifically new families. We provide data on school populations and make up in all aspects. Translators are available among the staff to make sure each family understands and is welcomed.

Part B: Strategies and Activities

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

Information is given orally and written in school family partnership meetings. We also provide a welcome package on enrollment. We have staff and parent volunteers.

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.

We have school staff and parent volunteers who interpret when needed.

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>.

Letters for parental notification in the needed language will be downloaded from the DOE site. A staff member will review the information with the parent.