

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

17K375

School Name:

P.S. 375 JACKIE ROBINSON SCHOOL

Principal:

SCHWANNA ELLMAN

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: JACKIE ROBINSON SCHOOL School Number (DBN): 17K375
Grades Served: PRE-K TO 5TH GRADE
School Address: 46 MC KEEVER PLACE BROOKLYN, NEW YORK
Phone Number: 718-693-6655 Fax: 718-284-6433
School Contact Person: SCHWANNA ELLMAN Email Address: 375JRS@gmail.com
Principal: SCHWANNA ELLMAN
UFT Chapter Leader: NOMVUYO HYMAN
Parents' Association President: TAZIANA ALEXANDER
SLT Chairperson: NOMVUYO HYMAN
Title I Parent Representative (or
Parent Advisory Council
Chairperson): JIOVANNY WHITE
Student Representative(s): N/A

District Information

District: 17 Superintendent: CLARENCE ELLIS
Superintendent's Office Address: 1224 PARK PLACE, ROOM 130, BROOKLYN, NY 11213
Superintendent's Email Address: CELLIS3@SCHOOLS.NYC.GOV
Phone Number: 718-221-4372 Fax: 718-221-4326

Borough Field Support Center (BFSC)

BFSC: BROOKLYN SOUTH Director: CHERYL WATSON
Director's Office Address: 415 89TH ST., BROOKLYN, NEW YORK 11209
Director's Email Address: CWATSON21@SCHOOLS.NYC.GOV
Phone Number: 718-759-4862 Fax: 718-630-1634

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 that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
SCHWANNA ELLMAN	*Principal or Designee	
NOMVUYO HYMAN	*UFT Chapter Leader or Designee	
TAZIANA ALEXANDER	*PA/PTA President or Designated Co-President	
SONIA MCLEOD	DC 37 Representative (staff), if applicable	
JIOVANNY WHITE	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
ASTRA HENRY	Member/ PARENT	
MARCIA WILLIAMS	Member/ PARENT	
M. MARIUS	Member/ PARENT	
MICHAEL BRUNO	Member/PARENT	
JOYCE OXLEY	Member/ TEACHER	
MILDRED LOWE	Member/ TEACHER	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
LISA HOGAN	Member/TEACHER	
D. DAVIS	Member/ PARENT	
M. MODESTE	Member/ PARENT	
N. REGIS-DARBY	Member/ TEACHER	
E. POWELL	Member/ TEACHER	
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

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

At JRS we promote a caring, respectful, multicultural environment. We share our cultural backgrounds to nurture growth, responsibility, and productivity by celebrating our diversity within a positive school-wide atmosphere. We celebrate our cultures through our annual Promoting Respect Integrity Diversity in Education (PRIDE) festival. JRS has several partnerships. Some of our partnerships include: Medgar Evers College (MEC) Pipeline program which offers our students an opportunity to attend seminars on the college campus taught by college professors. Our partnership with MEC allows us to offer English as a new language (ENL) and High School Equivalency (HSE) classes to our families. Through our partnership with the New York City Food Bank we are able to offer cook-shop classes to our students during the school day. We also provide healthy cooking classes to our parents once a month sponsored by NYC Food Bank. We have partnered with Girls Inc. to offer two programs to the 3rd, 4th and 5th grade girls. We have expanded our partnership with Studio in a School. Last year and continuing this year our Pre-K teachers work with a artist to infuse art into the curriculum. This year Studio in a School continues to support our Pre-K teachers with art. This year in addition to working with our Pre-K students Studio in a School has sponsored Art and Healthy. Due to the generous support of New York City Council Member Laurie Cumbo we have an after-school program two days a week to supplement our three day a week program. We are one of 40 NYC Department of Education schools to be awarded a Dual Language grant from Chancellor Carmen Farina which helped us to launch our Dual Language program for the 2015-2016 school year.

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

17K375 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	495	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		90.0%	% Attendance Rate	90.4%
% Free Lunch		91.3%	% Reduced Lunch	3.5%
% Limited English Proficient		19.5%	% Students with Disabilities	28.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.6%	% Black or African American	63.8%
% Hispanic or Latino		27.6%	% Asian or Native Hawaiian/Pacific Islander	2.7%
% White		4.9%	% Multi-Racial	0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		8.42	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	10.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.3%	Average Teacher Absences (2013-14)	8.03
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		12.9%	Mathematics Performance at levels 3 & 4	21.3%
Science Performance at levels 3 & 4 (4th Grade)		72.3%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

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

Section 5A – Framework for Great Schools 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 Framework for Great Schools–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 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 trends and sources.

Based on the Framework for Great Schools Report (GSR) 2015 JRS has a score of 56 for Rigorous Instruction which means that we are meeting the target. Our areas of strength are common core shifts. Our area of growth based on our Great School's Report is Quality of Student Discussion.

Based on data from the GSR 2015 JRS scored 81 for quality of student discussion while the citywide average was 85. JRS will continue to strengthen instructional practices to increase student achievement. We will target Danielson Domain 3 Instruction, with a target on components 3b: Using Question and Discussion Techniques, 3c: Engaging Students in Learning, and 3d: Using Assessment in Instruction.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 80% of all teachers will improve at least one HEDI rating level in two out of three components of Danielson Framework Domain 3: Instruction as measured by observation data in the ADVANCE rating system.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
All teachers will participate in Professional Learning Community (PLC) for component 3b: Using Question and Discussion Techniques	All Teachers	September 2015—December 2015	Instructional Core Team, UFT Teacher Resource Room
All teachers will participate in PLC for component 3c: Engaging Students in Learning	All Teachers	September 2015—December 2015	Instructional Core Team, UFT Teacher Resource Room
All teachers will participate in PLC for component 3d: Using Assessment in Instruction	All Teachers	October 2015—January 2015	Instructional Core Team, UFT Teacher Resource Room
All teachers will participate in PLC for component 1e: Designing Coherent Instruction	All Teachers	September 2015—June 2016	Instructional Core Team, UFT Teacher Resource Room
Wilson Language Training	AIS Teachers	July 2015-June 2016	Wilson Language Training
Double Block of English Language Arts (ELA)	K-2 Teachers	September 2015-June 2016	K-2 Teachers, UFT Teacher Resource, Administration, .5 Literacy Coach
Push-in and pull-out supports for Students with Disabilities (SWD)s, English Language Learners (ELL)s and students identified as at-risk	SWDs, ELLs, Tier II and Tier III students	September 2015-June 2016	Administrators, IEP Teacher, AIS Teachers, ESL Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Instructional Core Team, UFT Teacher Resource Room, .5 Coaches in ELA and Math, ESL Teachers, IEP Teacher and Talent Coach will facilitate professional learning communities for teachers on Mondays. Schedule: Monday afternoon will be used to engage in PLCs, Grade Team meetings on Tuesday afternoon to conduct inquiry work. Data meetings between teachers and administration will be held Bi-monthly, Teacher Rounds bi-monthly to uncover and share best

instructional practices and Instructional Rounds conducted bi-monthly to monitor for the implementation of the identified best instructional practices.

Part 4b. 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 SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, 40% of teachers will improve at least one HEDI rating level in two out of three components of Danielson Framework Domain 3: Instruction as measured by observation data in the ADVANCE rating system.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5B – Framework for Great Schools 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 Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Based on the Framework for Great Schools Report 2015 JRS has a score of 49 for Supportive Environment, which means that we are not meeting the target. Our area of strength is safety and social and emotional measure. Our area of growth based on our GSR 2015 is peer support for academic work.

Based on our GSR 2015 JRS scored 88 for peer support for academic work which is 5% below the citywide average. JRS will implement systems and structures to ensure social and emotional growth for all students.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the PBIS team will implement our school wide program PBIS program to increase social and emotional growth of all students resulting in a 20% decrease in school wide occurrences and suspensions as measured by the Online Occurrence Reporting System.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p><i>Positive Behavior Interventions and Supports (PBIS) JRS Initiative</i> – PBIS is a process for creating safer and more effective schools. It is a systems approach to enhancing the capacity of schools to educate all children by developing research-based, school-wide,</p>	<p>All Staff and Students</p>	<p>September 2015-June 2016</p>	<p>PBIS Team, AP and SAVE room teacher</p>

and classroom behavior support systems. PBIS provides an operational framework for achieving these outcomes. More importantly, PBIS is NOT a curriculum, intervention, or practice, but a decision making framework that guides behavioral practices for improving behavior outcomes for all students.			
<i>School-Wide Information System (SWIS)</i> - SWIS is an information system, to collect, summarize, and use student behavior data for decision making. The five basic reports we will use in SWIS will help us to frame which problem behaviors occur at our school helping the teams to answer the questions: 1) How often do referrals occur? 2) What problem behaviors occur most frequently in our building? 3) Where are problem behaviors likely to occur? 4) When are problem behaviors most likely to occur? And 5) Which students are involved in referrals?	All Staff and Students	September 2015-June 2016	PBIS Team, AP and SAVE room teacher
All teachers will participate in PLC for Danielson Framework: Domain 2: The Classroom Environment	All Teachers	September 2015- December 2015	Administration, Instructional core team.
Two Parent Workshops will be given for parents to inform parents about PBIS and the services provided	All Parents	September 2015- May 2016	PBIS Team, Administration, Parent Coordinator
In order to build trust and transparency across our school community updates on the progress on PBIS will be shared at our School Leadership Team (SLT) meeting and in our school newsletter	Entire school community all families	September 2015-June 2016	Administration, PBIS Team and Parent Coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Development of PBIS Team, JRS PBIS Kick off Assembly, Professional Development on implementation of PBIS and SWIS during grade team meetings, All school staff will receive Bees to hand out the students. Student Government will author a student newsletter. Lastly monthly School Newsletter authored by the PBIS Team.											
Part 4b. 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 SWP	X	Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, school-wide occurrences and suspensions will be reduced through the implementation of a new PBIS framework as measured by a 5% decrease in Level 4 and 5 infractions utilizing the Online Occurrence Reporting System as compared to the same point in time during the 2014-2015 school year. Progress Monitoring: Check in-Check out of at-risk students, monthly communication with parents.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools 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 Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Based on the Framework for Great Schools Report 2015 JRS has a score of 66 for Collaborative Teachers which means that we are meeting the target. Our area of strength based on our GSR 2015 is inclusive classroom instruction, quality of professional development, reflective dialogue, peer collaboration and focus on student learning. Our area of growth based on our GRS 2015 is collective responsibility.

Based on the GSR 2015 data JRS scored 78 for collective responsibility and the citywide average was 85. JRS will create opportunities for all teachers to work together to achieve our common goal of increased student achievement.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of teachers will work collaboratively in horizontal and vertical teams to improve student achievement through inquiry as measured by agendas, minutes and sign in sheets.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Create grade team Action Plan for the grade based on data</p>	<p>All Teachers</p>	<p>twice a month</p>	<p>JRS Administration and all teachers</p>
<p>Create vertical team action plan for the sub-group based on data</p>	<p>All Teachers</p>	<p>once a month</p>	<p>JRS Administration and all teachers</p>
<p>Modeling through fishbowl how to conduct horizontal and vertical team meetings</p>	<p>All Teachers</p>	<p>November 2015</p>	<p>Instructional Core Team</p>
<p>Teachers will upload minutes agenda, action plans and sign in sheets to JRS professional learning community website</p>	<p>Professional Learning community team leader</p>	<p>every 8 weeks</p>	<p>JRS Teachers, Instructional Coaches, JRS Administration</p>
<p>It will be incumbent upon vertical team members to share with their horizontal team their findings and to document this information on the professional learning community website.</p>	<p>All Teachers</p>	<p>once a month</p>	<p>JRS Administration and all teachers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Copies of Teacher Rounds sections, Scheduled time for teacher teams to meet, Paper (for copies), Computer, Projector, screen (to watch videos as a group), Weekly Grade Team Meetings, ARIS Learn for instructional support resources, Instructional Core Team will monitor implementation of professional learning community plan.</p>										
<p>Part 4b. 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 SWP</p>	<p>X</p>	<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By February 2016 100% of teachers will be engaged in horizontal and vertical teams to uncover and implement best practices that increase student achievement. Progress Monitoring: observations, observation feedback, teacher survey, professional learning community website.</p>

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5D – Framework for Great Schools 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 Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Based on the Framework for Great Schools Report 2015 JRS has a score of 76 for Effective School Leadership which means that we are meeting the target. Our area of strength based on our GSR 2015 is program coherence and principal instructional leadership. Our area of growth based on our GRS 2015 is inclusive principal leadership.

Based on the GSR 2015 data JRS scored 90 for inclusive principal leadership and the citywide average was 91. JRS will increase opportunities for all teachers to be included in decision making at the school to achieve our common goal of increased student achievement.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2016 at least 10 teachers will lead professional development for peers and/or families to share and plan for student success by using Highly Effective strategies grounded in Danielson indicator 4d: Participating in the Professional Community as measured by teacher growth from Developing to Effective in indicator 4D utilizing observation data in the ADVANCE rating system.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Developing an effective structure for teacher team meetings. Scheduling time for weekly grade team meetings to look at student work and implement the use of Unit Investigation to know the demands of the unit and predict student performance to ensure that all teachers thoroughly unpack the unit goals and standards prior to launching with a focus on ELLs and SWDs	All Teachers	September 2015-June 2016	JRS Administrators, Instructional Core Team and teaching community
Tea Time with the Principal to keep families and staff informed about the State of the School	All families and staff	September 2015-June 2016	JRS Administrators, Parent Coordinator, PTA
Creation of web based professional learning community to provide staff with current school and DOE information. In addition to supporting school values.	All staff and families	November 2015	JRS Administration and Instructional Core Team.
Continuation of the Parent Information Board which is used to provide families current JRS information, District and DOE parent information.	All families	September 2015-June 2016	JRS Administration, All Staff, Parent Coordinator and JRS families.
In order to build trust and transparency across our school community updates on the six elements of the capacity framework will be shared at our SLT meeting and in our school newsletter	Entire school community, All families	September 2015-June 2016	JRS Administration, all staff and families.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Administration, Instructional Core Team, Parent Coordinator, PTA, Schedule time for teachers to meet School secretaries, School Messenger, Superintendent Monthly Report, Monthly school news letter, Tea Time with the Principal.											
Part 4b. 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 SWP	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2015 at least 5 teachers will have or will be engaged in leading PLCs for the broader school community or family workshop series.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools 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 Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Based on the Framework for Great Schools Report 2015 JRS has a score of 50 for Strong Family-Community Ties which means that we are meeting the target. Our area of strength is teacher outreach to parents. Our area of growth based on our GSR 2015 would be parent Involvement in the school. Our average was 75 while the city average was 77.

Based on this data JRS needs to continue to build structures to increase parent involvement to support the academic and personal growth of students.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2016, JRS will increase parent involvement by 3% as measured by an increase in our month to month school-wide monthly events attendance as measured by a comparison of parent attendance data from the 2015 school year.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>English as a New Language (ENL) /High School Equivalency (HSE) Classes for JRS families and community members</p>	<p>All students families, Community</p>	<p>October 2015— June 2016</p>	<p>MEC, JRS Administration, Parent Coordinator</p>
<p>Back to School Fundraiser</p>	<p>All Families</p>	<p>August 2015— September 2015</p>	<p>SLT, PTA and JRS School Community</p>
<p>JRS Flea Market</p>	<p>All Families and Community</p>	<p>September 2015, November 2015, April 2016 and June 2016</p>	<p>SLT, JRS School Community</p>
<p>JRS Monthly School Wide Events</p> <ul style="list-style-type: none"> • Back to School Night • Bring your Dad to School • Hispanic Heritage Month Assembly • October Fest • Family Thanksgiving Basket Raffle • Grade wide Thanksgiving Feast • Career Day • Read Across JRS • Spelling Bee • Penny Harvest • Winter Wonderland 	<p>All Families and Community</p>	<p>September 2015— June 2016</p>	<p>SLT, PTA, JRS School Community, NYPD Community Liaison</p>

<ul style="list-style-type: none"> • 100th Day of School • Men Who Read • Uniform Exchange • Monthly Grade Assembly Performances • Black History Month • Women’s History Month • Father/Daughter Dance • 100% Attendance Breakfast • P.R.I.D.E. Festival 			
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Administration will ensure that the community is notified of all events, JRS Faculty and Staff will volunteer at events, Parent Coordinator and PTA will support families, Medgar Evers College will provide ENL and HSE staff and services, NYPD Community Liaison will provide volunteers for events, Attendance Team will review participation data, School Messenger and flyers will be used to notify families of events, Parent Survey, School website and school calendar will all be used to notify the community of all events.											
Part 4b. 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 SWP	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016 we will see an increase in parent participation by 1.5% as compared to month to month attendance at school wide events. Attendance log will be kept for parent events and the data will be analyzed. Log of outreach efforts used for each event.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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>Students are selected for the AIS program based on their formal and informal assessments; this includes the New York State examination results and their performance in the core subjects.</p> <p>Students who receive a scale score of 299 or below in third grade, 296 or below in fourth grade or 297 or below in fifth grade are qualified for AIS.</p>	<p>Differentiation of instruction using multiple entry points. The classroom teacher will meet the students' needs by utilizing the core curriculum.</p> <p>In English Language Arts, the model for intervention will include scaffolds and infusion of technology to address the needs of learners.</p> <p>Task modification</p> <p>Wilson Foundations is an additional program that will be used in grades K-5 to establish reading proficiency</p>	<p>Whole Class</p> <p>Small Group</p> <p>One on One</p>	<p>During the school day</p>
Mathematics	<p>Students are selected for the AIS program based on their formal and informal assessments; this includes the New York State examination results and their performance in the</p>	<p>IXL Math (online intervention)</p> <p>Go Math RTI program</p> <p>Problem Solving Strategies</p> <p>Real world connections</p> <p>Writing about Math</p>	<p>Whole Class</p> <p>Small Group</p> <p>One to One</p>	<p>During the school day.</p>

	core subjects. Students who receive a scale score of 299 or below in third grade, 296 or below in fourth grade or 297 or below in fifth grade are qualified for AIS.			
Science	Students who achieve below grade level are entitled to academic intervention services (AIS) in the core subject areas according to Education Law Section 4401 parts 1 and 2 of the New York State guidelines.	Science is integrated in ELA Hands on Science activities Reading and writing in the content area Educational trips	Small group instruction during the lesson.	During the school day
Social Studies	Students who achieve below grade level are entitled to academic intervention services (AIS) in the core subject areas according to Education Law Section 4401 parts 1 and 2 of the New York State guidelines.	Reading and writing in the content area Educational trips Career Days Interactive activities with use of technology	Small group instruction during the lesson.	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Referrals by PBIS Team using SWIS data.	ESL services Parent/ Teacher meetings Dean/School crisis intervention.	Small group Individual sessions Counseling sessions on various topics.	During the school day

Section 7: Title I Program Information

Directions:

- 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 section where the response can be found [for example, Section 5A-Part 4].
- 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>It is a top priority of PS 375 to recruit, retain, and further support the development of highly qualified teachers to provide quality instruction to its students. Prospective teachers' resumes are screened before invitations to interview are offered. Prospective teachers are interviewed by a team of 4-5 school members consisting of Administration, UFT, Office Staff, DC37 and parents. Even though the final offer is made by administration, input from school members are very critical to ensure potential teachers are highly qualified. Professional development is continuously and openly offered to teachers from our UFT Teacher resource center, central offices and JRS instructional core team through Professional Learning Community professional development plan.</p> <p>Teachers are expected and welcomed to bring their own professional development interest to administration so they can be supported in the further development of pedagogical skills. Activities to support teacher are Teacher Rounds where teachers visit peers to observe effective instruction, classroom management, and student engagement. Teachers are observed by administration to ensure quality instruction is on-going and provided with timely actionable feedback. Meetings are conducted vertically and on grade bands to ensure continuous knowledge of learning is shared. Newly hired teachers are provided mentors for the first years but if necessarily maintained beyond the first year. Mentors are experienced highly qualified teachers that meet at scheduled times to provide guidance and support. This 2015 -2016 school year , there is an Instructional Lead Teacher who provides support to teachers through the UFT Teacher Resource Center within the building.</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>All staff members are provided high quality professional development opportunities on effective teaching practices. These sessions are offered by the Brooklyn South Field Support, Instructional Lead Teacher through the UFT Teacher Resource Center, Administration, and other pedagogues who have developed expertise in particular areas. Members are expected to turn-key newly obtained information to colleagues in a timely manner so school community is fully aware of updates. Instructional Coaches provide individual support to teachers through unit planning and lesson plan feedback. Parent Coordinator regularly attends professional development directed towards providing greater understanding of the CCLS and its impact on student learning to then turn-key this knowledge to parents in order for</p>

them to better assist their child. Workshops are organized within school for parents to better assist their child in being successful in their education, and socio-emotional development. Paraprofessionals are included in the professional learning community professional development plan similar to teachers to improve student achievement and quality instruction aligned to the CCLS where they participate in case studies and conduct round table discussion.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The Instructional Core Team which is comprised of the instructional coaches, instructional lead teacher, AIS providers, ESL teachers, IEP teacher, S.A.V.E. room teacher and administrators meet bi-weekly to discuss curriculum assessments and citywide assessments (MOSL, Benchmark Assessments, Performance Tasks, Critical Areas and F& P), professional development opportunities, new school initiative such as student led conferences. Teachers participate in bi-monthly Data Days with Instructional Core Team members to discuss patterns and trends in assessments results and how they

are using their data to drive instruction. Teachers are provided with assessment calendars that outline key dates for all assessments used building wide. Grade Teams meet monthly to discuss all assessments and develop a plan of action to tailor instruction to meet the needs of all learners including ELLs and SWDs.

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, 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 ’16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	406,460.00	x	9, 22
Title II, Part A	Federal	68,746.00	x	9, 32
Title III, Part A	Federal	13,288.00	x	9, 25
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,510,538.00	x	9, 22

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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Jackie Robinson 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. Jackie Robinson School will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- Providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

[School name] , 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 on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to November 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

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

III. Student Responsibilities:

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT

GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM 2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 17	Borough Brooklyn	School Number 375
School Name Jackie Robinson School		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Schwanna Ellman	Assistant Principal Kirk Wilkinson
Coach Esther Powell/ELA	Coach Yvonne Roberts/Math
ENL (English as a New Language)/Bilingual Teacher Joyce Oxley	School Counselor Verold Matthew
Teacher/Subject Area Alvin Richardson	Parent Taziana Alexander
Teacher/Subject Area Beverley Jackson	Parent Coordinator Robin Graham
Related-Service Provider Trisha Ortega/Special Ed	Borough Field Support Center Staff Member Soeurette Fougere
Superintendent Clarence Ellis	Other (Name and Title)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	422	Total number of ELLs	140	ELLs as share of total student population (%)	33.20%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	0													0
Dual Language	22													21
Total	21	0	21											

B. ELL Years of Service and Programs

Number of ELLs by Subgroups						
All ELLs	119	Newcomers (ELLs receiving service 0-3 years)		116	ELL Students with Disabilities	17
SIFE	2	Developing ELLs (ELLs receiving service 4-6 years)		3	Long-Term (ELLs receiving service 7 or more 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.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE		0								0
DL	22	0								21
ENL	81		14	0	0	3				81
Total	102	0	14	0	0	3	0	0	0	102

Number of ELLs who have an alternate placement paraprofessional: 5

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish	18	4																	18	3
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	18	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	18	3

* EP=English proficient student

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 is for Dual Language Programs Only	
Number of students (students fluent in both languages): <u>6</u>	Number of students who speak three or more languages: <u>0</u>

Freestanding English as a New 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	13	11	15	9	12	5								65
Chinese														0
Russian		1												1
Bengali		1	1			1								3
Urdu														0
Arabic	3	2	5	1	3	0								14
Haitian	7	5	1	0	0	3								16
French				1										1
Korean														0
Punjabi		1	1											2
Polish														0
Albanian														0
Other	7	3	2	3	2	0								17
TOTAL	30	24	25	14	17	9	0	119						

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 (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	9	1	4	5	9	7								35
Emerging (Low Intermediate)	8	4	4	3	2	0								21
Transitioning (High Intermediate)	6	4	7	1	3	1								22
Expanding (Advanced)	7	14	10	4	4	2								41
Commanding (Proficient)	2	1	5	10	2	1								21
Total	32	24	30	23	20	11	0	140						

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	2	1	5	11	2									21

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	3	3	0	14
4	2	2	0	0	4
5	5	2	0	0	7
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	12		1		2		2		17
4	4		3		0		0		7
5	7		2		3				12
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	5		5		2		1		13
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
US History and Foreign Language				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments)? What insights does the data provide about your ELLs? How will this data help inform your school’s instructional plan? Provide any quantitative data available to support your response.
 Early childhood uses a variety of literacy assessment tools. These include mandated formative assessments such as Fountas and Pinnell as well as the performance task, end of unit tests and teacher-made assessments. According to the B.O.Y. Fountas and Pinnell data, approximately one-third of the of the ELLs in Grades K-2 are approaching grade level standard or are performing below grade level. The data gives us insights into the effectiveness of the current interventions and makes clear for us where the students are and suggests where we need to go next. From the data we can develop measurable, relevant goals and objectives that address the needs of the students. With data we monitor progress, adjust methodologies, plan instruction and form initial groups for small group instruction, as well as identify and determine what interventions struggling readers need.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 A breakdown of the NYSESLAT scores of students confirms researchers findings about second language acquisition and learning. Listening and speaking skills are the first to be acquired and learned. Three-fourths of our ELL population scored at the advanced/expanding proficiency level in the listening and speaking modalities but scored deficient in the reading and writing modalities. Reading and writing take much longer to develop and this is clearly reflected in the results. The NYSESLAT results reflect the same pattern. Most of the students scored at the advanced/expanding and proficient/commanding levels but reading and writing were below the required level. For the NYSITELL however, while the pattern show there was a tendency for students to score higher in the listening and speaking than in the reading and writing, 10 of the 40 newcomers or 25 % scored at or above Advanced/ Expanding Proficiency level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 By using the AMAO we can determine whether or not our school meet is making its Adequate Yearly Progress (AYP) for LEP/ELL students in attaining English, attaining English proficiency and making sufficient growth in reading, writing and math. We use the data to improve specific programs and methods of instruction for our students or adjust our strategies and methodologies, based on the data from tests as well as to provide technical assistance; develop professional development, strategies/activities to move students forward.
- For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

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

b. Periodic assessments provide the school with up-to-date information about what each student knows and can do. Our school leaders and teachers use the information to measure the learning needs of students and predict their performance on the New York State Tests as well as the NYSESLAT. The Periodic assessments also measure student learning within a grade and from grade to grade, they help us to keep track of the our students' success and provide an updated picture of their deficiencies. They also have implications for planning, for instruction and for professional development decisions. The Periodic assessments help us to monitor progress. As a result these assessments provide an integral evaluative tool to help teachers focus their instruction. We use them to rearrange student groupings, specify a focal point while conferring with parents and children and to produce awareness for all who are involved in the students' academic success.

c. From the Periodic Assessments we learn detailed information about our students' strengths and weaknesses in English language development and they serve as a resource to help plan individual and group instruction. We incorporate the students' home language where possible to bolster their levels of academic success, including achievement in literacy and other academic subjects. We encourage those who are learning to read in the second language to transfer skills and knowledge from their first language to make content accessible. When the opportunity arises we also encourage students to see connections between their languages to better understand how languages are structured and organized. We permit them to talk about their home language and notice how the home language is the same or different from English. We use the home language to develop an appreciation for other languages and cultures.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RI Guide for Teachers of ELLs*.]

When students from the ELL population are not performing at expected levels and are at risk for poor learning outcomes, we consider the possibility that students are not receiving adequate instruction. We examine our teaching practice, the school climate, and the types of programmes created for students as well as student performance data from various tests. Once the data is analyzed by the AIS/RTI specialists Mrs. A. LaTouche (Ms. N. Regis from September 2015) we determine what each student's unique needs are. Students are then placed in a multi-leveled - Tier 1, Tier 2, Tier 3 – groups and goals matched to the students instructional needs. Progress is monitored based on specific benchmarks to inform instruction. The data is also used to make important education decisions regarding evaluation for learning disability and determining eligibility for special services.

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

Research on effective education for ELLs clearly indicates that instruction in a student's first language provides the most positive student outcomes. Teachers scaffold content and language learning for ELLs to make content more accessible and comprehensible. Appropriate scaffolds support students so that they can successfully engage in content beyond their ability. To promote learning of the target language, we tap into their prior knowledge and integrate their cultural experiences. There are many effective, research-based strategies that aid second language development. We use various effective strategies. These include Total Physical Response, shared story- telling, role play, simulations, demonstrations, cooperative learning, read alouds, shared reading, independent reading with leveled texts, journals, interviews, literature response groups, use of charts and graphic organizers as well as student-generated problems. These strategies are used to develop receptive skills and others are designed to provide language practice and promote expressive language. Teachers select the appropriate strategy for their purpose and vary instruction. We also employ the use of Targets of measurements/Bilingual progression to provide instruction that makes the Common Core standards accessible to ELLs who are at various language proficiencies and literacy levels. We use the Targets of Measurement to drive instruction and to make certain that students are able to meet the required targets for each grade band level. We also make certain their instruction and formative assessment are aligned with these targets.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

Our Dual Language program only began in September 2015. Not applicable.

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

Evaluation of the success of program is based on students' progress, performance on NYSESLAT, teachers' checklists and observations of students' progress in classwork, portfolios, subject assessments and state tests. Based on the data, the two ENL teachers meet to discuss how the ELL students who are currently receiving English language development services are progressing academically relative

to program goals or expectations. Teacher-teams meet during common planning sessions to discuss and analyze student work and ELLs are also discussed and their academic performance compared to other students generally.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

Public School 375 employs a comprehensive approach to the identification and placement of all potential ELL students conducted by trained certified teachers. Parents play a key role in the identification process. All new entrants to the school are given the Home Language Identification Survey (HLIS) to complete. Initial screening begins the first day with an informal interview which determines eligibility for NYSITELL testing based on home language. Highly qualified ENL staff members, Ms. Joyce Oxley and Mr. Alvin Richardson as well as other certified bilingual staff members assist parents in completing the survey in the students’ native languages. After a careful review of all the HLIS, eligibility for testing is determined and parents are informed via an Entitlement Letter. NYSITELL testing and placement take place within ten days of registration. Students who score at or below the NYSITELL cut-off score are identified as ELLs. The Spanish Lab is administered to new entrants whose HLIS indicate their home language is Spanish. The results determine their language dominance and is used for instructional planning in providing bilingual and ENL services. Administered in the same window as the NYSITELL, the Spanish Lab answer documents must be printed from the RSLA function in ATS, students tested and answers scanned within the same 10 days period of enrollment.

A placement letter is then sent home in the child’s native language notifying the parents of the child’s score and placement.

Subsequently, parents are invited to an Orientation Meeting where brochures are disseminated in the students’ native language to enrich understanding of each of the three available programs namely, Transitional Bilingual Education, Dual Language, or Free-standing ENL. At the orientation meeting, highlights of the CR Part 154 & Title III are shared with parents as well as information about the Common Core Standards, assessments and student expectations. After viewing the informational video clip available in their preferred language, parents are assisted in filling out the Program Selection Form by choosing the model that best meets the needs of their children. Interpreters are on hand to assist parents in their preferred languages. Placement letters are given to parents at this time.

All English Language Learners (ELLs) deemed eligible are placed in one of the models listed above and annually tested using the NYESLAT to track progress. A continuation letter is provided to parents of students who continue to be entitled. Proficient students will receive an additional two years of supplementary service of Integrated English as a New Language (ENL) in ELA/Content Area class.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Students with Interrupted Formal Education (SIFE), are a subpopulation of ELLs with distinctive needs. Not only do these ELLs need help becoming proficient in English, they also have large gaps in their education and are usually significantly behind their peers. SIFE students are defined as immigrant students who come from homes in which a language other than English is spoken and enter a United States school after the second grade. They may have had at least two years less schooling than their peers; function at least two years below expected grade level in reading and mathematics; and may be pre-literate in their first language. If there are indications during the identification process that a student is possibly a SIFE student, within 30 days from initial enrollment a SIFE decision must be made based on the student’s NYSITELL score, teacher observations, the student’s work and any past available academic records if available. Information taken from SIFE questionnaire and the Literacy Evaluation for Newcomers (LENS) are valuable indicators.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The eligibility of students entering with an IEP will be determined by the Language Proficiency Team (LPT) comprising Mr. K. Wilkinson, Assistant Principal, Ms J. Oxley and Mr. A. Richardson ESL teachers, Ms. B. Jackson SETTS teacher, Ms T. Ortega, IEP teacher, Ms A. Lavalas, teacher, the student’s parent or guardian who will review evidence of the student’s English Language development or whether the student’s disability is the determinant factor affecting proficiency in English. If the LPT recommends that the student takes the NYSITELL, the process continues as with all students. If the LPT recommends that the student not take the NYSITELL, the recommendation is sent to the principal for review. If the principal supports the recommendation taken by the LPT, then the process is followed as with all students. However, should the principal disagree, the recommendation is sent to the Superintendent

or designee and the parent is notified within 3 days. If the superintendent or designee agrees with that decision, the parent is notified and the process terminated.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Entitlement and non-entitlement letters are sent home with the students. Depending on the age-level of the students, letters may be stapled to their homework notebooks or given directly to the students for handling. Classroom teachers will also follow-up along with the ENL provider. To facilitate communication, all letters and forms are sent in the home language. A call to the home is placed after three days of non-response from parents. Every attempt to call the home in the dominant language will also be made. The school messenger may also be used to alert parents that letters were sent out. Letters may also be mailed and, in some instances, they may be hand delivered to parents picking up or bringing students to school.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

As of the 2015-2016 school year, a new entrant or re-entry student who has undergone the ELL identification process may go through the Re-Identification process. Reidentification of ELLs allows a school, parents and students who believe a student may have been misidentified as an ELL or non-ELL to have the ELL identification process administered a second time. The request must be made within 45 days of enrollment. Based on the recommendation of qualified personnel, the principal can determine whether ELL status can be changed. The decision is then communicated to the parent, guardian or student (18 years or older) in English and parent's preferred language. If the recommendation is that the student's status remains the same, no further action is necessary. If the recommendation is that the status must be changed, the process continues. Upon receipt from a parent, guardian or student (if he/she is 18 years or older) of a signed notification acknowledging a principal's recommendation to change the ELL status of a student, the relevant documents and recommendation are sent to the superintendent or his/her designee for review and final decision. The final decision is sent to the principal, parent, guardian and student (if he/she is 18 years or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is not to change the ELL status, no further action is necessary. However, if the decision is to change the ELL's status, the student's program must be modified accordingly. All notifications and relevant documents must be kept in the student's cumulative folder.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Better informed parents make better decisions. In order to help parents to make sound educational decisions about the program choice that best meets the needs of their children, the parents of newly enrolled ELLs are invited to participate in an initial orientation workshop. Posters are posted notifying parents of the workshop and letters in their preferred languages disseminated. Parents view a video clip produced by the Department of Education in one of the 13 covered languages describing the three program models for English Language Learners. Parents must return the completed parent choice form within 5 calendar days. Outside interpreters are provided for any language that is not spoken by school staff. Parent brochures are disseminated in the native language to enrich the understanding of each available program. ELLs are placed in the parent's program of choice within 10 days. As instructed by the CR Part 154, if a form is not returned, the student is placed in bilingual education but if one does not exist, the student must default to ENL. However, if a place should become available in another school, the parent must be informed and given the choice of having the student transferred to the school where the parent's program selection is available. The Department of English Language Learners will coordinate a transfer with the Office of Enrollment. The other option is that the parent can choose to keep the student enrolled at the current school.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Every effort is made to ensure that the Parent Survey and Selection Form is completed in a timely fashion. All forms are sent out in the parents preferred language to avoid a breakdown in communication. Entitlement letters are sent out immediately after the NYSITELL is administered and results are available. Calls to student's homes are made by the ENL teachers, reminders by School messenger or second notices are sent out. Schools have only ten days to complete the Parent Survey and Selection Form. Ms. Oxley monitors them by checking off the names on a list of the students who have not returned outstanding forms. The assistance of the parent coordinator Ms. Robin Graham, the student's teacher, social service worker or guidance counselor is enlisted. During parent-teacher conferences, the homeroom teachers are notified of the students who are missing Parent Surveys and Selection Forms. The parents of those students are directed to the ENL teacher's classroom for completion of any missing documents. On occasion parents are invited to complete the missing forms during parent contact times or at pick-up times after school. As per the CR Part 154, if a form is not returned, the student should be placed in bilingual education. Since ENL is currently the only program offered at Jackie Robin School in Grades 1-5, that is the default program. However, if a place becomes available in another school, the parent is informed and given the choice of having the student transferred to the school where the parent's selection is available or keeping the student enrolled at the current school. The Department of English Language Learners will coordinate a transfer with the Office of

Enrollment. With the opening of a new Dual Language program in the Kindergarten, we now have another option to offer eligible students.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. After the parent choice forms are collected, the parents choices are recorded on the ELPC screen in ATS exactly as they are on the Parent Survey and Program Selection Form. The parents first choice is recorded as noted whether the school offers that choice or not. Since the Parent Survey and Program Selection Form is a formal document, a copy is placed in the student's cumulative record. The ENL teacher keeps a copy in the ENL binder. A list of students is maintained to keep track of those who have not returned the parent choice forms. Calls to students' homes, reminders by School Messenger or second notices are sent out inviting parents to come in to complete the forms.
9. Describe how your school ensures that placement parent notification letters are distributed. Like entitlement and non-entitlement letters, placement letters follow the same procedure. Placement letters are sent home with the students. Depending on the age-level of the students, letters may be stapled to their homework notebooks or given directly to the students for handling. Classroom teachers will also follow-up along with the ENL provider. To facilitate communication, all letters and forms are sent in the home language. A call to the home is placed after three days of non-response from parents. Every attempt to call the home in the dominant language will also be made. The school messenger may also be used to inform parents that letters were sent out. In some instances where possible, letters may be mailed or delivered to parents picking up or bringing students to school.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELLs original documents are placed in the student's cumulative folder. The ELL Coordinator makes copies of HLIS, parent survey and selection form, entitlement, non entitlement, placement and continuation letters and other related information and keeps them in a binder in a secured location.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

To ensure that all ELLs are administered the NYSESLAT, ATS reports such as the RLER, RLAT, RLAB, RSMR, RADP and even the ROCL are checked to make sure that no newly admitted ELL is omitted from the list of students to be tested. A test schedule is organized. For all tests, the testing room is prepared and the TESTING, DO NOT DISTURB sign is posted outside the door. Next the answer sheets are prepared. We ensure that students' names are written correctly on their answer sheets. Checks are made to make certain that prohibited electronic devices are put away. Groups for testing are arranged by their respective grade bands.

Speaking Subtest

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

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

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

The Listening, Reading and Writing Subtests

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

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. We use the same method of distribution for all outgoing correspondence to parents. Like entitlement and non-entitlement letters, placement letters, continued entitlement and transitional letters follow the same procedure. Letters are distributed by the ENL teachers or parent coordinator Ms. Graham. Placement letters are given to parents at orientation. Depending on the age-level of the students, letters may be stapled to their homework notebooks or given directly to the students for handling by the class teacher. Classroom teachers will also follow-up along with the ENL provider. To facilitate communication, all letters and forms are sent in the home language except where specially requested. A call to the home is placed after three days of non-response from parents. Every attempt to call the home in the dominant language will also be made. The school messenger may also be used to alert parents that letters were sent out. In some instances, where possible, letters may be mailed or hand delivered to parents picking up or bringing students to school. As of the 2015–2016 school year we will institute the practice of having defaulting students return signed slips to confirm receipt of letters
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

After a review of the Parent Survey and Program Selection Forms for the past few years, we have concluded that the majority of parents have been requesting ENL only. Therefore, we do not have the required number of students in two contiguous grades in Grades 1-5 one particular language to form a bilingual class. We do, however, have a large number of immigrant students who speak a variety of languages and require the services of two to three ESL teachers. We also maintain a log of parents' choices which reflect preferences for dual and/or transitional bilingual programs, as a determinant for future planning. With an increase in the number of new Spanish entrants in Pre-kindergarten and Kindergarten for the 2015-2016 school year, one new Spanish Dual Language class was opened in Pre-Kindergarten and one in Kindergarten.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.

Public School 375 currently houses a Freestanding ESL Program and a Dual Language Program. We have approximately 119 ELLs and 21 former ELLs. We have adopted the push-in and pull-out models to service ELLs. Children who are at the Beginner/Entering and Low Intermediate/Emerging proficiency levels receive 360 minutes per week as required under the CR Part 154 mandate. Students deemed to be at the Intermediate/Transitioning, and the Advanced/Expanding proficiency level receive 180 minutes weekly of instruction from an ENL teacher in a pull-out model. Those students who have attained Proficient/Commanding will receive 90 minutes per week. ELLs also have the opportunity of being a part of the AIS/RTI programs which give the extra time to further enhance their reading skills. Students are grouped heterogeneously by grade. In our Freestanding program, instruction is done in English using the integrated model focused on building language skill through the content area. It is delivered by two certified teachers, Ms J. Oxley and Mr. A Richardson. Using the pull-out method, we bring together students from different classes across a grade for acquisition focused instruction. Mr. Al-Ovin Richardson services the lower grades K-2, while Mrs. Oxley services the 3-5 group. We apply the Common Core Learning Standards adopted by the New York State Education Department to ensure that ELLs meet the same high standards set for all other students. The Common Core State Standards for English Language Arts (ELA) articulate rigorous grade-level expectations in the areas of speaking, listening, reading, and writing. We place an emphasis on small group instruction. During pull-out periods, the ESL teacher supports students with the language necessary to support concepts learned. Instructional strategies such as scaffolding are used to develop students' language and comprehension of content development. Teachers use various types of scaffolding methods, such as modeling, bridging, contextualization, schema building, text re-presentation and meta-cognition, to help students build English language skills. Classrooms are integrated with smartboard technology to assist in lesson instruction. Listening centers and computer work stations are also employed to support content area as well as language acquisition. ELLs who have demonstrated a lack of progress in the last two to three years on the NYSESLAT participate in AIS and RTI. Beginners in grades 1-5 receive targeted homogeneous instruction during AIS and RTI sessions. As of 2015-2016 school year, two Dual Language classrooms were formed in the pre-kindergarten and kindergarten This would help to accommodate request from parents who need this service for their children.

ENL teachers collaborate with content teachers to make way for alignment and continuity. Common planning in collaboration with the classroom teachers during the grade-level common planning periods allows the ENL teacher to work in synchronization with the scope and sequence of curriculum maps. The ENL teacher addresses the four language strands of language development - listening, speaking, reading, and writing and provides the students with assistance in the content area subjects. Appropriate ENL instructional strategies such as scaffolding, building vocabulary, using webs and graphic organizers, realia and charts are utilized to facilitate learning. Use of dictionaries and glossaries, and the "buddy system" are employed in this program.
 - b. TBE program. *If applicable.*
 - c. DL program. *If applicable.*

Our Dual Language is currently confined to prekindergarten and kindergarten where students are learning literacy skills through the content area and Spanish. Students are taught by two teachers, one delivering instruction in Spanish and the other in English. Ms A Lavalas teaches Spanish in Pre- K 1 and Common Branch teacher Ms. C. Washington provides English instruction, while in Pre-K 2 Mr. M. Figureo teaches Spanish and Mr. A. Richarson provides ENL instruction. For half of the instructional time in class, students are immersed in the target language using the side-by-side model and English is done in the other half.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

According to the CR Part 154, students in bilingual and freestanding ENL programs must receive a certain number of units of study weekly. We ensure that all students meet the mandated ENL service requirements. In Grades K – 5 Entering Proficiency students (beginners) and Emerging Proficiency students (Low Intermediate) each receive 2 units of study weekly (360 min). Transitioning students (Intermediate) and Expanding Proficiency students are given 1 unit of study weekly (180 min) while Commanding Proficiency (proficient) students receive .5 unit (90 min) of study per week in Integrated ELA or Content Area or other approved services. Commanding students will also receive an additional two years of service.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

During ENL instruction we provide grade and age-level appropriate instruction designed to develop skills in listening, speaking, reading, writing and communicating in English in the required content area subjects in English supported by English as a second language methodologies, employed in a systematic and structured way, designed to develop the cognitive skills of LEP/ELLs. We integrate English as a New Language instruction with subject matter instruction. The technique focuses not only on learning a second language, but using that language as a medium to learn mathematics, science, social studies, or other academic subjects. The instructional activities in ENL classroom utilize students' real-life experiences, cultural experiences, prior knowledge and offer situations in which students can interact with the teacher and fellow students. For lessons that teach new concepts we use graphics, manipulatives, and other hands-on, concrete materials that clarify and reinforce meanings communicated through language.

The Dual language education program integrates native English speaking students with native Spanish speaking students for academic instruction, which is presented in both languages. Social and academic learning occurs in an environment that values the language and culture of all students and sets high standards to ultimately achieve academic success in Spanish and English. Students learn the language through content based instruction. Two teachers each share the Dual Language class., one delivering instruction in English 50 % of the day and the other in Spanish for the other 50 % of the day.

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

All students are evaluated according to language provided in Home Language Survey. If there is not a staff on hand to evaluate the student in native language, a request is made an appropriate support personnel so a native language evaluator is obtained and provided to conduct evaluation. A student's native language will most likely have a strong influence on the way that student learns English. Helping them to understand how their native language is similar to or different from English will help. For example, teaching native Spanish speaking ELLs cognate awareness accelerates their English language vocabulary development and helps them to understand words in English. The value of using a child's native language in instruction to increase comprehensibility has been espoused in the theories of Cummins and Krashen. Utilizing the assistance of their more fluent peers can be integral in helping beginners to acquire the target language.

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

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? Newcomers are assessed with the NYSITELL. Several informal assessments like checklists, teacher observations and conference notes are utilized as well. They vary from responding to passages and stories to listening to books on tapes to assess meaning and conceptual understanding. Think-pair-share, discussions, interviews and using real-life situations will reveal students' level of proficiency in speaking. Use of technology can measure performance in all four modalities. The ELL Periodic and benchmark tests provide interim assessments to help teachers and students monitor their learning progress. The NYSESLAT shows growth over the year. Fountas and Pinell help to identify where the students are in reading and where they need to be relative to their learning goals.
6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
 - Newcomer
 - Developing
 - Long Term
 - Former ELLs up to two years after exiting ELL status
- Currently we have three students with Interrupted Formal Education (SIFE). We exposed SIFE students to a rigorous ENL program. This program focuses on developing Listening and Speaking competencies, while developing literacy and numeracy skills. A strong emphasis is placed on phonemic awareness and phonics, explicit vocabulary instruction and practice, content-area reading for fluency and comprehension, writing and ongoing assessment. In addition, we will integrate their areas of interest, cultural and historical materials to develop the critical knowledge they need. Instruction in the basic skills they need will be done, including how to study and participate in discussions. Access to support services will be provided by teacher mentors, guidance counsellor and peers. Intensive literacy and language instruction will be given supported by inclusion in RTI/AIS and afterschool programs.
- The objective of instruction for newcomers is to develop students' English language skills, help newcomers acculturate to U.S. schools, and make them aware of educational expectations and opportunities. Newcomers are exposed to an intensive English language development program emphasizing the development of Basic Intercommunication Skills (BICS) for eight periods of ENL weekly. Although instruction uses the four language strands, namely listening, speaking, reading, and writing, the delivery of instruction for this particular subgroup focuses more on developing their listening and speaking abilities.
 - As per the NYSESLAT modality report which delineates a deficiency in reading and writing skills, ELLs receiving ENL services for 4-6 years will be exposed to a rigorous English language development program that emphasizes the Cognitive Academic Language Proficiency (CALP) in reading and writing. We utilize our Student Learning Objectives to plan ELL instruction. Data is also used to drive and individualize instruction. Teachers use this information to group students accordingly and develop challenging assignments based on students' needs and abilities.
 - The primary focus with Long-term ELLs is to provide support with the writing and reading skills. We currently do not have any long term ELLs but if we do get ELLs who have demonstrated a lack of progress and have been identified as Long-term-ELLs they will participate in our targeted instruction during AIS/Rtl and other small group instruction. Effective instruction for them will involve integrated learning of concepts and language through meaningful experiences. Teachers and peers will scaffold instruction in both the spoken and written language so that students are able to construe meaning.
 - Former ELLs are mandated to receive up to two years of service following the year they exit from ELL status. They become eligible for certain specified testing accommodations. They continue to receive transitional support by being grouped and pulled out with students who are at the Commanding proficiency level on the NYSESLAT. This transitional support will help ease their transition into mainstream classes. Instructional activities in this case will focus on enhancing their writing skills by engaging them in creative writing projects and publishing finished products. Additionally, former ELLs would benefit from extended time testing accommodations just as current ELLs do.
All ELL subgroups will be entitled to testing accommodations such as time extension, separate location, bilingual dictionaries, glossaries, oral translations and simultaneous use of English and alternative language editions.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.
- Six to twelve months after the principal, parent, guardian and student have been notified about the Re-identification decision, the principal must review the process. To ensure that the student's academic progress has not been adversely affected by the decision, the principal must review the determination. The principal will consult with a qualified staff member in the school (ENL provider and classroom teacher), the parent/guardian, and the student. If the principal, believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154 2.3(j) and may reverse the determination within this same six to twelve month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or the superintendent's designee. The final

decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

8. 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?

ELL-SWDs are given the opportunity and the necessary support to meet rigorous academic standards by providing them with strategic types of scaffolding, such as graphic organizers, visual aids, peer help, or home language help, and by removing these supports as students' skills develop. Relevant background knowledge about a topic to be discussed in class can be tapped into by activating their existing knowledge of a topic. ELLs are provided with ample opportunities to have extended interaction (such as doing 'jigsaw'-type activities) with peers of varying English proficiency levels, who can provide them with a range of models for using English words or structures appropriately. The teacher caters to different learning styles, so that students can demonstrate knowledge through multiple means. Applying Universal Design to curricula and text materials minimize barriers and maximize learning through flexibility. Students use texts such as Continental New York ELLS, supporting the Standards, Finish Line for ELLs and Buckle Down as well as computer programs like Starfall and myON. myOn reader personalizes reading for students by recommending books based on their interests, reading level, and ratings of books they've read. myOn also monitors reading and conduct assessments.

In cases there are ELL-SWDs who are mandated to receive bilingual instruction but there is no service provider or placement available. After the School based Team meets, they assign an alternate language teaching assistant whose language is the same as the student's. This is done to support the classroom teacher and address the educational needs of the student.

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

Flexible scheduling at PS 375 helps break away from the traditional 40-50-minute class periods. It increases the instructional time spent on each subject. The model of flexible scheduling used for ELLs at Jackie Robinson School is that of a pull-out program. Within the pull-out program the ENL instructor provides a more intensified academic instruction which also assists the students with the acceleration of language development. ENL students succeed in activity-centered classes because of two main factors: 1) students have regular opportunities for extended discourse; and 2) students are highly motivated because they use the target language in situations of personal choice to provide a rich, engaging educational experience. Longer instructional blocks can also often positively impact school climate. Because there may be fewer class changes, there are fewer disciplinary referrals. When the block schedule includes fewer classes each day, it often reduces stress for both student time to participate in co-curricular activities that apply content-area learning such as service learning opportunities, and student-led conferences. Extended time in content areas provides for more in-depth study of topics and more hands-on activities. The teacher is able to provide more varied instruction during class. Thus, it is easier to deal with students with disabilities and differing learning styles but also there is now more time available to devote to nondisabled students.

ELL-SWD who are placed in ICT classes are determined by student data needs considerations. An individual student with a disability must be made on an individual basis. For those students placed in an ICT class, integrated co-teaching is an alternative to placement in a special education class. It has the added benefit of having both a special education and a general education teacher deliver the curriculum to students in a less restrictive environment. We consider the following factors when placing ELL-SWDs in ITC classes:

1. the classes in which integrated co-teaching is offered and the match to the student's needs;
2. the extent of special education services the individual student needs to access, participate and progress in the general education curriculum;
3. the similarity of needs of the other students with disabilities in the class;
4. the potential effect of the class size on the students' learning needs;
5. any potential benefits and harmful effects such services might have for the student or on the quality of services that he or she needs.

Chart 5.1 **Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart 5.2 **CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

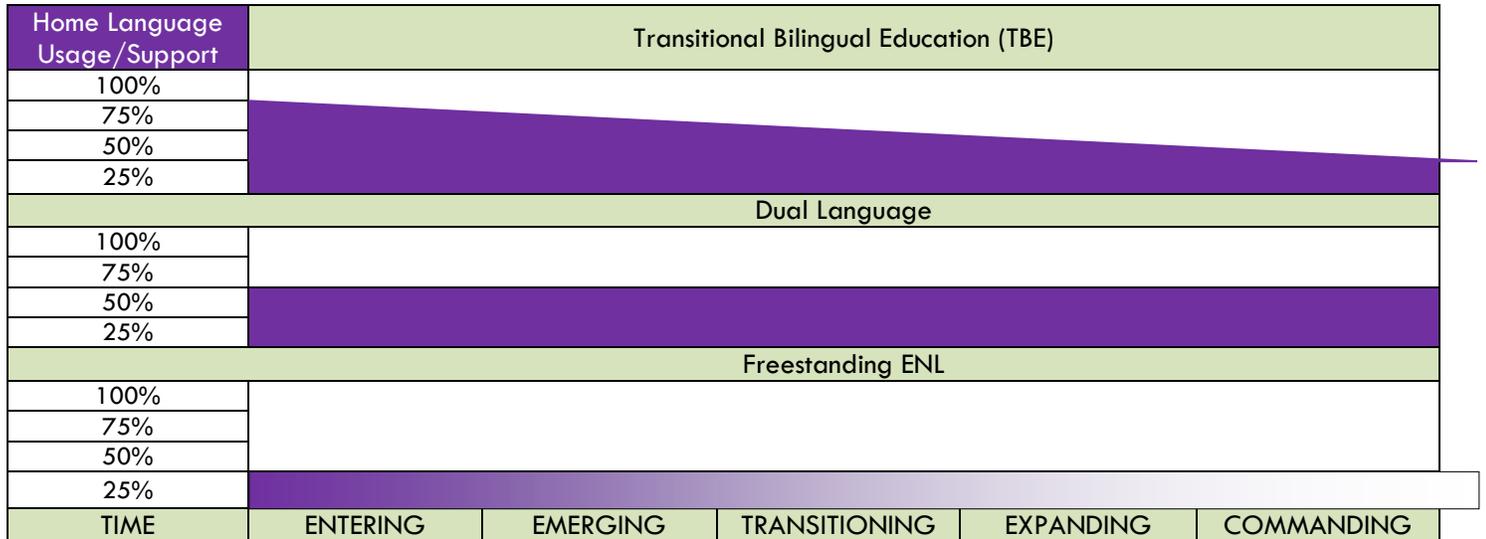


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Beginning/Entering and Low Intermediate/Emerging (56 students) students require 360 minutes of ENL instruction while Intermediate/Transitioning Advanced/Expanding students (63 students) require 180 minutes of ENL services weekly. Proficient/Commanding students (21 students) will be given 90 minutes of Integrated ENL. Our ELL Coordinator Ms. J. Oxley, provides pull-out services in Grades 3-5, and Mr. A. Richardson is the provider for Grades K-2. Interventions in ELA are done through AIS, RtI and myON. myON provides anytime, anywhere access to a library of more than 10,000 enhanced digital books with multimedia supports, real-time reporting and assessments and embedded close reading tools. This digital literacy platform allows students not only to read, but to read closely, to engage with digital texts in new ways that are designed to transform the entire learning experience. myON enables teachers and administrators to track students' reading activity and growth at the student's class, building and district levels. Native language teachers and teaching assistants are involved to assist when difficulties which arise because of language barriers. Interventions in ELA are done through AIS and RTI. RTI is a program based on strong language and literacy instruction. It is designed to meet the needs of struggling readers. Our RTI Literacy Clinic runs in three cycles:
- 1) Beginning of the Year - September to November
 - 2) Middle of the Year, December – February
 - End Of Year - March to May
- The RTI Team works with administration to monitor progress of Tier 2 and Tier 3 students every 2-3 weeks using DIBELS and Tier 1 students 3 times per year, using Fountas & Pinnel Reading Assessment, If students are not making adequate progress, the team meets to address issues and discuss next steps. We do not have formal intervention programs for use with students in Math, Science or Social Studies but there are some common informal interventions we have adopted across these content area subjects with the goal of accelerating learning so that students will reach grade level. The interventions are:
- Demonstrate that vocabulary can have multiple meanings. Help students understand the different meanings of words as well as how to use them correctly in context.
 - Encourage students to offer bilingual support to each other. Students will understand material better if they explain it to another student, and the new student will benefit from hearing the explanation in their first language.
 - Provide visual cues, graphic representations, gestures, realia, and pictures. Offer students the chance to work with objects and images in order to master academic vocabulary.
 - Identify key phrases or new vocabulary to pre-teach.
 - Modify the linguistic complexity of language and rephrase problems. Students will understand the problem better if it is stated in shorter sentences and in language they understand.
 - Guide students to cross out the unnecessary vocabulary in word problems. Build knowledge from real world examples and reinforce concepts with examples that students can picture and talk students through the situation.
 - Use manipulatives purposefully.
 - Spatial organizers help students understand and remember information by teaching them to sort concepts, facts, and ideas using charts, diagrams, graphs, or other graphic organizers. Classroom Learning strategies. Note-taking skills, self-questioning strategies, self-monitoring, summarization.
 - Computer Assisted Learning to deliver different types of instruction, including drill and practice, strategy instruction, and for research.
 - Using ongoing, formative assessment.
 - Using alternative assessments
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The ENL program made some progress. Approximately 37% of the ELLs in Grades K-3 who did the NYSESLAT were able to move up one level higher. 24% have achieved English proficiency. 61% moved overall. The results in the fourth grade reflect that there is further need for interventions. Our use of ReadyGen and Go Math programs allowed us to introduce a new standards-based curricula designed to provide rigorous instruction in English language Arts and math to students. We are still in the process of making adjustments to meet our needs and to ensure that all students advance in their education. Houghton Mifflin Harcourt Social Studies is used for instruction in Social Studies. The content is scaffolded to support learners and facilitate the construction of meaning and knowledge. Some ways we scaffold instruction for English language learners are preteaching academic vocabulary, differentiating learning tasks and materials as well as providing a variety of verbal and academic supports, from both teacher and more proficient peers, so that students are able to meaningfully engage this content area learning to acquire the language and academic skills necessary for independent learning.
12. What new programs or improvements will be considered for the upcoming school year?
- At the beginning of the 2015-2016 school year, Dual Language programs in Pre-Kindergarten and Kindergarten were opened. It is the vision of school leadership that with each succeeding year that program will continue expanding grade by grade until PS 375 can offer a DL program on each grade level from Grades K-5. Best practice and research dictate that both English and the child's

home language should be actively supported to facilitate language and literacy development during the crucial early years. Early childhood students need to be fluent in English, but not at the expense of losing their first languages. In a Dual Language classroom, all English language learners receive systematic support for home and English language acquisition in their natural school environment. In addition, there has been an increasing number of Spanish speaking students entering early childhood classrooms so a Dual Language program can help administrators to provide supports that make it possible for classroom teachers to meet the needs of parents who request this service for their children and for others who may want their children to learn another language.

13. What programs/services for ELLs will be discontinued and why?
N/A

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

English Language Learners are not only given equal access to all school programs, but because they are targeted as a subgroup in need of more instructional intervention, they receive intensive small group instruction. ELLs are allowed to participate in afterschool programs to further address their needs. Assigned sessions of THRIVE Academy Afterschool, held from 2.30 p.m.to 4.30 p.m Wednesdays to Fridays, are instructional periods that enable students to enhance, enrich, and extend literacy. During Saturday Academy, ELLs further develop content knowledge centered around specific themes/topics. Students get involved in projects that require them to share ideas and work in various learning settings. They read to promote schema around specific topics, and use independent leveled reading materials, such as trade books and novels to meet their needs. As students acquire more literacy strategies, the text materials become increasingly difficult. They are also included in other programs that are conducted in the school. Among these are Girls' Inc. where girls in grades 3-5 meet weekly with professionally trained Girls Inc. facilitators for 45 minutes. The programs are designed to empower girls with the skills, tools and the self-confidence they need to become leaders in their communities. CookShop, the core nutrition education program of the Food Bank For New York City, gives low-income children the knowledge and tools to adopt and enjoy a healthy diet and active lifestyle on a limited budget. In CookShop students learn about nutrition and physical activity, as well as acquiring cooking skills.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Classrooms have smartboard technology, iPads, and computers. The ESL classroom has a library which contains multicultural books and small selections of books in students' native language. The selection of the library books and the services provided at Jackie Robinson are based on the students' needs, and are age and grade-level appropriate. Fountas and Pinnell reading level system is used to determine the appropriate independent reading level of each student. Books are arranged in baskets according to their reading levels. Based on the data in the NYSESLAT modality report, students who are deficient in Listening and Speaking are engaged in listening centers using, books on tapes and computer-based activities. On the other hand, students deficient in Reading and Writing are immersed in activities that enhance content-based vocabulary building, fluency, and reading comprehension. Supplementary resources include hands-on manipulatives, and pictures.

The creation and implementation of a Title III Program serves to provide an additional supplementary resource to ensure that ELLs are reaching proficiency level in English at a predictable pace. In our project Title III Program, THRIVE Academy, we attempt to develop and strengthen literacy skills in both reading and writing for ELLs in grades K-5. We use shared reading, read alouds, close reading, guided reading and independent reading to improve fluency and reading comprehension. To facilitate the writing process, the following strategies will be implemented: vocabulary building, modeling, graphic organizers, journal writing. The program operates three days weekly (Wednesday, Thursday, and Friday) and runs from 3:00-5:00 p.m. when in session. We use Harcourt Science resources and science kits for science investigations and for Social Studies, we use Houghton Mifflin Harcourt Social Studies resources. Instruction from these texts is scaffolded to support learners and facilitate the construction of meaning and content. Not only does the teacher appeal to native language where appropriate but by using their more proficient peers, students are able to meaningfully engage in content area learning.

THRIVE Academy

THRIVE Academy will include approximately 60-80 ELL students. Two highly qualified ENL teachers and two General Education teachers will instruct the students. The student roster will not exceed the 20 students per teacher ratio. An administrator will be available in the building supervising other after-school activities and will assist THRIVE Academy at no cost to the program. Technology will be integrated to enhance the four language strands (Listening, Speaking, Reading, and Writing) through the use of iPads and audio books, etc. Other comprehensive assessment tools in reading and writing such as myOn will be utilized to provide teachers with a valuable over-all view of a student's progress.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

We use the students' home language to help in building oral language development in their first language and to develop and enhance their cognitive skills as they are acquiring the target language English. Jackie Robinson P.S. 375 prides itself for its multilingual staff members. The ENL teacher ensures that not only translation of the State Math and Science is made available to students for whom a translated version of the test is not available, but also uses the students' first language to support content area

comprehension. In cases where the homeroom teacher is not proficient in the student's first language, newcomers are paired with other advanced ELLs who are fluent in both languages. Furthermore, classroom libraries are infused with books and audio books in different languages. A native language support teaching assistant works with the Entering ELLs in grades K, 2 and 5 to assist with content area instruction, concentrating in Math and Science. In addition, native language exams are primarily used with our ELLs who have been in the United States for 2 years or less. The option is given after the second year to continue the use of translated tests. We find that after 2 years in school, the student's knowledge of their home language has diminished and they are more proficient in English. We also provide bilingual glossaries in Social Studies, Math and Science for our ELL students to use within the content area class as well as during assessments.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Intensive guidance and support services are provided to assist students who are experiencing affective-domain issues that are impacting on their ability to achieve academically. Although the intensity of the services vary, all Grade 3-5 students performing at Levels 1 and 2 and Early Childhood students deemed to be at risk, will receive appropriately targeted services. Additionally, to facilitate understanding of content area subjects, glossaries, bilingual dictionaries, and multilingual libraries are purchased and made available to Newcomers and students taking the NYS Standardized tests in their native languages.

For ELL-SWDs, we adapt content, methodology, and delivery of instruction to address their unique needs and to ensure access to the general curriculum so that they can meet the core standards targeted for their ages and grades. Conferring with the special education teacher is important so the IEP goals are met. Powerful supports like adapted materials—such as books on tape, large print, or highlighted notes, and use of technology are available to children with disabilities.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Newly enrolled Ells are given teacher information, classroom location, basic information about the school's attendance policy, bussing information, lunch information and general information about American culture. This is usually disseminated at a parent workshop held in the month of July. The Principal Ms. Ellman and the parent coordinator Ms. Graham are involved. The Ells Coordinator Ms. Oxley reinforces this information at orientation and on Parent Night and further questions are addressed. Parents are encouraged to read with their children in their native language to help them develop reasoning skills through their native language. Participating parents are encouraged to join the library will be assisted in securing a library card. They are advised that students who read in their native language perform better in school, are more likely to be competent readers, and transfer the ability to read well in the native language to English.

Parents are reminded that they are their children's first teachers and they have an obligation to encourage their children to read to increase their children's chances of succeeding in school. They are also further encouraged to attend meetings for ELLs, join the Parent Teachers Association and read all information that comes home as well as to volunteer at school events and in the classroom. Parents and students are taken on a tour of the school to give some familiarity with the building.

19. What language electives are offered to ELLs?

N/A

20. For schools with dual language programs:

- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?
- Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

A. For our Dual Language program we have adopted the side by side model with EPs and ELLs integration for 100% of the day.

B. Core content is taught in English supported by Spanish.

C. All students learn to read in both languages simultaneously. Skills taught in each language are coordinated to maximize cross-linguistic transfer and support learning in content areas.

D. Both languages will be taught simultaneously so connections between languages could be made but the overall goal is for students is to master English language.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

Mondays are designated contractually as Professional Development day for teachers. Our professional development program is rooted in the belief that all teachers are teachers of Language Arts and that English as a Second Language is a natural and humanistic extension of English Language Arts. With this in mind, we will design a professional development program that will prepare all teachers to better serve the linguistically diverse population at Jackie Robinson Public School 375. This will be accomplished by the following:

All teachers who serve ELLs will be encouraged to attend Local Support Organizations ELL professional development. These sessions will focus on professional practice and methodologies that use ENL strategies to strengthen content area instruction across the curricula.

The two ELL Teachers will turnkey information and provide on-going professional development in strategies techniques for working with ELLs during in-school common planning periods.

November 2015 Standards that Impact English Language Learners

December 2015 Culturally Responsive Instruction for ELLs

January 2016 Methods of Vocabulary Instruction.

Other sessions will include discussions in a study group setting where non-ENL teachers will be better informed about how ELLs learn and how to adapt instruction to maintain rigor and provide support. All of our ENL teachers meet with classroom teachers where possible during common preps for articulation and planning. During these meetings, techniques and strategies are shared with teachers to assist them in supporting their ELLs during content area instruction within the classroom. Additionally, both classroom and ENL teachers will participate in professional development aimed at supporting our English Language Learners.

To help make certain that English Language Learners attain English proficiency and achieve academically, all staff members who hold an ENL or bilingual license will be encouraged to attend an ongoing series of Professional Development towards completing 7.5 hours in ENL methodology as per Jose P. Jose Mandate. These training sessions will be will be conducted by on-staff ENL teachers and built into the regular staff development schedule, during professional development days, and at grade-wide meetings including weekly Common Planning sessions and Lunch and Learn sessions, professional development days, and grade meetings, faculty conferences, learning walks and wrap ups following learning walks. These on-site professional development sessions will be dedicated to ENL methodologies, awareness and sensitivity and other pedagogical techniques that use ENL strategies to strengthen content area instruction across the curricula. For all staff members and stakeholders like paraprofessionals, guidance counselors, special education teachers, psychologists, occupational/physical therapists, speech therapists will be offered professional development by the Instructional Core Team. The professional development will be based on teaches' surveys and needs of ELLs observed during instruction.

The Parent Cordinator will be invited to workshops put on by NYC Department of Education, Division of English Language Learners and Student Support. Special education teachers will receive three (3) additional Professional Developments sessions. Secretaries will be given training in imputting ENL related information and will be encouraged to attend a Secretary training when it is put on by the Division of English Language Learners and Student Support.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Professional development is offered school wide to all teachers to succeed with the diverse population in our school. Teachers will complete a survey that asks for them to indicate their areas of needs ranging from behavior management, infusion of technology, effective strategies working with SWD and ELLs, designing coherent instruction, effective questioning and discussion techniques, engaging students in learning, Universal Design for Learning, Depth of Knowledge, connecting real world experiences to enhance students learning, and curriculum development. Common Core professional development will also be offered to teachers to help them deepen their understanding of the curriculum, content knowledge, and how to implement pedagogical best practices in the classroom.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The Guidance Counselor Mr. Matthew attends the yearly Admission Process Training which informs and updates the middle application process. The guidance department provides a workshop for parents of graduating students, inclusive of ELLs parents, concerning completion of the middle school selection process, transitioning of records to new school, and available resources to assist parents in helping their children to experience a less stressful transition. Middle school directories in different languages are given out. There are translators present to cater to the translation needs of parents. In-school classroom visits are made to prep students by helping them to form realistic expectations of what middle school will be like, providing positive messages that middle school is safe and fun, and they are informed about the choices, opportunities and responsibilities that await them in middle school thereby helping to ensure a successful introduction to the middle school experience.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to *ELL Policy and Reference Guide, Professional Development* section.

To help ensure that English Language Learners and immigrant students attain English proficiency and achieve academically, all staff members who hold a license other than ENL or bilingual license will be encouraged to attend an ongoing series of Professional Development towards completing 7.5 hours in ENL methodology as per Jose P. Jose Mandate. These training sessions will be built into the regular staff development schedule and will be conducted by on-staff ENL teachers. Other training opportunities by the DOE will also be made available. All teachers attending the training will become culturally aware and linguistically sensitive to the unique needs of their ELL students and will approach teaching and learning using pedagogical techniques and methodologies proven effective with ELLs such as Total Physical Response, the Language Experience Approach, rebus, rhymes, patterning. Records of teacher attendance at out-of-town trainings will be maintained by the school secretary. The ENL coordinator will also keep records of training (Notes and attendance).

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

PS 375 has an open door policy for its parents. Any parent can come and make a request to meet with any teacher or service provider about the concerns that they have. Meetings are called to in response to calls from parents or teachers, for parent contact time, IEP meetings, or for individual or group purposes. The more parents have the opportunity to participate, shape activities and programs that help their families, the more vested they will be in seeing those efforts succeed. In arranging a meeting, letters are sent home inviting parents to the meeting. The purpose of the conference and the time is included. An agenda may be added too. At the meeting the goals for the conference are explained. Sometimes we discuss the child's language development, progress in each academic area, standardized test scores, goals for the child, and strategies to meet goals. Samples of child's student work is sometimes produced to support the discussion. Parents are allowed to ask questions and or discuss their issues. We provide interpreters from among the cadre of our multilingual staff members or in cases where there is no one who speaks a required language, we turn to the DOE Translation and Interpretation service.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

It is the responsibility of the ELL Coordinator Ms. Oxley to maintain accurate records of all parents interactions and keep them in a secured, accessible location. Records are also maintained and accounted for by office personnel.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Fostering diversity and cultural respect is an important focus at the school. We celebrate cultural heritage within the school year with special assemblies arranged by our Arts department. Parents assist in providing costumes, food, and other cultural representations. During Respect for All Week, our School Based Support Team visit each class and talk about diversity and respecting the cultural differences within society. Parents are welcomed to participate in speaking to the class about their culture. In 2014-2015, 3 out of 5 Learning Leaders were of Spanish heritage. We hope to have more parents involved in the program in the coming school year. We host dads who bring their children to school on the day set aside for that event. Currently the school partners with Medgar Evers College to provide GED and English Learning classes for parents of ELLs. The Parent Coordinator distributes the information, encourages the parents to take part and collects the forms of applicants. Parents also take part in our Career Day activities either by attending or telling about their careers. The Parent Coordinator distributes invitations and meets and greets parents.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We will invite parents to attend workshops based on the strategies taught in the classroom to empower them with tools to reinforce the strategies while assisting their children at home. Specifically, we will be holding a Title III workshop during the month of March 2016 so that parents may be equipped with some useful strategies to help them in preparing their children for the New York State ELA and Math exams. In addition, referrals to Adult Education Centers at the Brooklyn Library and Medger Evers College will be recommended as well as literacy workshops to improve reading and writing skills among parents. For students, we participate in the program Art in the Schools sponsored by the Museum of Contemporary African Diaspora Arts (MOCADA). We also have partnerships with Girls Inc. and Cook Shop. This is done with the assistance of the Parent Coordinator who acts as a liaison between the groups to organize these activities. The Parent coordinator distributes flyers and keeps parents current of events that they need to be aware of.
5. How do you evaluate the needs of the parents? Parental involvement is very important to the success of all our students. PS 375 encourages parents to come in and complete our parent intake form not only when there is a problem but to address any concerns or needs they have. The monthly PTA meeting is another source of hearing from our parents. As the needs are aired, the PTA President reports to the school and the needs are addressed. Simple surveys are used sometimes to get parents opinions or reveal their needs. Feedback from the DOE's annual parent survey is also a valuable source.
6. How do your parental involvement activities address the needs of the parents? Ensuring effective communication between the school and the parents is essential to meet the child's educational needs. The first and most important thing we do is to establish a climate that encourages growth in cultural responsiveness, sensitivity, and appreciation to entice parents to participate. Parents are polled for their opinions especially in cases where we recognize that their reading ability and literacy skills are weak. Surveys are sometimes developed to secure their opinions, needs and interests and the school then responds to service those needs.

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response here:

Part VI: LAP Assurances

School Name:

Jackie Robinson School

School DBN: 17K375

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Schwanna Ellman	Principal		10/27/15
Kirk Wilkinson	Assistant Principal		10/27/15
Robin Graham	Parent Coordinator		10/27/15
Joyce Oxley	ENL/Bilingual Teacher		10/27/15
Taziana Alexander	Parent		10/27/15
Alvin Richardson/ESL	Teacher/Subject Area		10/27/15
Trisha Ortega	Teacher/Subject Area		10/27/15
Esther Powell	Coach		10/27/15
Yvonne Roberts	Coach		10/27/15
Verold Matthew	School Counselor		10/27/15
	Superintendent		10/27/15
	Borough Field Support Center Staff Member _____		
Antoinette LaTouche	Other _____		10/27/15
	Other _____		
	Other _____		

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

C. School Information

District 17	Borough Brooklyn	School Number 375
School Name Jackie Robinson School		

D. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Schwanna Ellman	Assistant Principal Kirk Wilkinson
Coach Esther Powell/ELA	Coach Yvonne Roberts/Math
ENL (English as a New Language)/Bilingual Teacher Joyce Oxley	School Counselor Verold Matthew
Teacher/Subject Area Alvin Richardson	Parent Taziana Alexander
Teacher/Subject Area Beverley Jackson	Parent Coordinator Robin Graham
Related-Service Provider Trisha Ortega/Special Ed	Borough Field Support Center Staff Member Soeurette Fougere
Superintendent Clarence Ellis	Other (Name and Title)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	422	Total number of ELLs	140	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Freestanding ENL	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	0													0
Dual Language	22													0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	119	Newcomers (ELLs receiving service 0-3 years)	116	ELL Students with Disabilities	17
SIFE	2	Developing ELLs (ELLs receiving service 4-6 years)	3	Long-Term (ELLs receiving service 7 or more 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.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE		0								0
DL	22	0								0
ENL	81		14	0	0	3				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 5

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE	18	4																	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

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): <u>6</u>	Number of students who speak three or more languages: <u>0</u>
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Freestanding English as a New 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	13	11	15	9	12	5								0
Chinese														0
Russian		1												0
Bengali		1	1			1								0
Urdu														0
Arabic	3	2	5	1	3	0								0
Haitian	7	5	1	0	0	3								0
French				1										0
Korean														0
Punjabi		1	1											0
Polish														0
Albanian														0
Other	7	3	2	3	2	0								0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	9	1	4	5	9	7								0
Emerging (Low Intermediate)	8	4	4	3	2	0								0
Transitioning (High Intermediate)	6	4	7	1	3	1								0
Expanding (Advanced)	7	14	10	4	4	2								0
Commanding (Proficient)	2	1	5	10	2	1								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	2	1	5	11	2									0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	3	3	0	0
4	2	2	0	0	0
5	5	2	0	0	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	12		1		2		2		0
4	4		3		0		0		0
5	7		2		3				0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	5		5		2		1		0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Early childhood uses a variety of literacy assessment tools. These include mandated formative assessments such as Fountas and Pinnell as well as the performance task, end of unit tests and teacher-made assessments. According to the B.O.Y. Fountas and Pinnell data, approximately one-third of the of the ELLs in Grades K-2 are approaching grade level standard or are performing below grade level. The data gives us insights into the effectiveness of the current interventions and makes clear for us where the students are and suggests where we need to go next. From the data we can develop measurable, relevant goals and objectives that address the needs of the students. With data we monitor progress, adjust methodologies, plan instruction and form initial groups for small group instruction, as well as identify and determine what interventions struggling readers need.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 A breakdown of the NYSESLAT scores of students confirms researchers findings about second language acquisition and learning. Listening and speaking skills are the first to be acquired and learned. Three-fourths of our ELL population scored at the advanced/expanding proficiency level in the listening and speaking modalities but scored deficient in the reading and writing modalities. Reading and writing take much longer to develop and this is clearly reflected in the results. The NYSESLAT results reflect the same pattern. Most of the students scored at the advanced/expanding and proficient/commanding levels but reading and writing were below the required level. For the NYSITELL however, while the pattern show there was a tendency for students to score higher in the listening and speaking than in the reading and writing, 10 of the 40 newcomers or 25 % scored at or above Advanced/ Expanding Proficiency level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 By using the AMAO we can determine whether or not our school meet is making its Adequate Yearly Progress (AYP) for LEP/ELL students in attaining English, attaining English proficiency and making sufficient growth in reading, writing and math. We use the data to improve specific programs and methods of instruction for our students or adjust our strategies and methodologies, based on the data from tests as well as to provide technical assistance; develop professional development, strategies/activities to move students forward.

12. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?
- a. The NYSESLAT modality report indicates a clear deficiency in the reading and writing modalities across grades. This pattern is true for our ELLs. Though ELLs who request copies of the test in their home language are provided with copies, they do not generally write in them because they either have difficulty reading or writing in the native language. Last spring, none of the students who were given copies of the test in their native language wrote in the booklet.
- b. Periodic assessments provide the school with up-to-date information about what each student knows and can do. Our school leaders and teachers use the information to measure the learning needs of students and predict their performance on the New York State Tests as well as the NYSESLAT. The Periodic assessments also measure student learning within a grade and from grade to grade, they help us to keep track of the our students' success and provide an updated picture of their deficiencies. They also have implications for planning, for instruction and for professional development decisions. The Periodic assessments help us to monitor progress. As a result these assessments provide an integral evaluative tool to help teachers focus their instruction. We use them to rearrange student groupings, specify a focal point while conferring with parents and children and to produce awareness for all who are involved in the students' academic success.
- c. From the Periodic Assessments we learn detailed information about our students' strengths and weaknesses in English language development and they serve as a resource to help plan individual and group instruction. We incorporate the students' home language where possible to bolster their levels of academic success, including achievement in literacy and other academic subjects. We encourage those who are learning to read in the second language to transfer skills and knowledge from their first language to make content accessible. When the opportunity arises we also encourage students to see connections between their languages to better understand how languages are structured and organized. We permit them to talk about their home language and notice how the home language is the same or different from English. We use the home language to develop an appreciation for other languages and cultures.
13. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]
- When students from the ELL population are not performing at expected levels and are at risk for poor learning outcomes, we consider the possibility that students are not receiving adequate instruction. We examine our teaching practice, the school climate, and the types of programmes created for students as well as student performance data from various tests. Once the data is analyzed by the AIS/RTI specialists Mrs. A. LaTouche (Ms. N. Regis from September 2015) we determine what each student's unique needs are. Students are then placed in a multi-leveled - Tier 1, Tier 2, Tier 3 – groups and goals matched to the students instructional needs. Progress is monitored based on specific benchmarks to inform instruction. The data is also used to make important education decisions regarding evaluation for learning disability and determining eligibility for special services.
14. How do you make sure that a student's new language development is considered in instructional decisions?
- Research on effective education for ELLs clearly indicates that instruction in a student's first language provides the most positive student outcomes. Teachers scaffold content and language learning for ELLs to make content more accessible and comprehensible. Appropriate scaffolds support students so that they can successfully engage in content beyond their ability. To promote learning of the target language, we tap into their prior knowledge and integrate their cultural experiences.
- There are many effective, research-based strategies that aid second language development. We use various effective strategies. These include Total Physical Response, shared story- telling, role play, simulations, demonstrations, cooperative learning, read alouds, shared reading, independent reading with leveled texts, journals, interviews, literature response groups, use of charts and graphic organizers as well as student-generated problems. These strategies are used to develop receptive skills and others are designed to provide language practice and promote expressive language. Teachers select the appropriate strategy for their purpose and vary instruction. We also employ the use of Targets of measurements/Bilingual progression to provide instruction that makes the Common Core standards accessible to ELLs who are at various language proficiencies and literacy levels. We use the Targets of Measurement to drive instruction and to make certain that students are able to meet the required targets for each grade band level. We also make certain their instruction and formative assessment are aligned with these targets.
15. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- Our Dual Language program only began in September 2015. Not applicable.
16. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
- Evaluation of the success of program is based on students' progress, performance on NYSESLAT, teachers' checklists and observations of students' progress in classwork, portfolios, subject assessments and state tests. Based on the data, the two ENL teachers meet to

discuss how the ELL students who are currently receiving English language development services are progressing academically relative to program goals or expectations. Teacher-teams meet during common planning sessions to discuss and analyze student work and ELLs are also discussed and their academic performance compared to other students generally.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

14. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

Public School 375 employs a comprehensive approach to the identification and placement of all potential ELL students conducted by trained certified teachers. Parents play a key role in the identification process. All new entrants to the school are given the Home Language Identification Survey (HLIS) to complete. Initial screening begins the first day with an informal interview which determines eligibility for NYSITELL testing based on home language. Highly qualified ENL staff members, Ms. Joyce Oxley and Mr. Alvin Richardson as well as other certified bilingual staff members assist parents in completing the survey in the students’ native languages. After a careful review of all the HLIS, eligibility for testing is determined and parents are informed via an Entitlement Letter. NYSITELL testing and placement take place within ten days of registration. Students who score at or below the NYSITELL cut-off score are identified as ELLs. The Spanish Lab is administered to new entrants whose HLIS indicate their home language is Spanish. The results determine their language dominance and is used for instructional planning in providing bilingual and ENL services. Administered in the same window as the NYSITELL, the Spanish Lab answer documents must be printed from the RSLA function in ATS, students tested and answers scanned within the same 10 days period of enrollment.

placement letter is then sent home in the child’s native language notifying the parents of the child’s score and placement. Subsequently, parents are invited to an Orientation Meeting where brochures are disseminated in the students’ native language to enrich understanding of each of the three available programs namely, Transitional Bilingual Education, Dual Language, or Free-standing ENL. At the orientation meeting, highlights of the CR Part 154 & Title III are shared with parents as well as information about the Common Core Standards, assessments and student expectations. After viewing the informational video clip available in their preferred language, parents are assisted in filling out the Program Selection Form by choosing the model that best meets the needs of their children. Interpreters are on hand to assist parents in their preferred languages. Placement letters are given to parents at this time.

All English Language Learners (ELLs) deemed eligible are placed in one of the models listed above and annually tested using the NYESLA to track progress. A continuation letter is provided to parents of students who continue to be entitled. Proficient students will receive an additional two years of supplementary service of Integrated English as a New Language (ENL) in ELA/Content Area class.

15. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Students with Interrupted Formal Education (SIFE), are a subpopulation of ELLs with distinctive needs. Not only do these ELLs need help becoming proficient in English, they also have large gaps in their education and are usually significantly behind their peers. SIFE students are defined as immigrant students who come from homes in which a language other than English is spoken and enter a United States school after the second grade. They may have had at least two years less schooling than their peers; function at least two years below expected grade level in reading and mathematics; and may be pre-literate in their first language. If there are indications during the identification process that a student is possibly a SIFE student, within 30 days from initial enrollment a SIFE decision must be made based on the student’s NYSITELL score, teacher observations, the student’s work and any past available academic records if available. Information taken from SIFE questionnaire and the Literacy Evaluation for Newcomers (LENS) are valuable indicators.

16. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The eligibility of students entering with an IEP will be determined by the Language Proficiency Team (LPT) comprising Mr. K. Wilkinson, Assistant Principal, Ms J. Oxley and Mr. A. Richardson ESL teachers, Ms. B. Jackson SETTS teacher, Ms T. Ortega, IEP teacher, Ms A. Lavalas teacher, the student’s parent or guardian who will review evidence of the student’s English Language development or whether the student’s disability is the determinant factor affecting proficiency in English. If the LPT recommends that the student takes the NYSITELL, the process continues as with all students. If the LPT recommends that the student not take the NYSITELL, the recommendation is sent to the principal for review. If the principal supports the recommendation taken by the LPT, then the process is followed as with all students. However, should the principal disagree, the recommendation is sent to the Superintendent or designee and the parent is notified within 3 days. If the superintendent or designee agrees with that decision, the parent is notified and the process terminated.

17. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Entitlement and non-entitlement letters are sent home with the students. Depending on the age-level of the students, letters may be stapled to their homework notebooks or given directly to the students for handling. Classroom teachers will also follow-up along with the ENL provider. To facilitate communication, all letters and forms are sent in the home language. A call to the home is placed after three days of non-response from parents. Every attempt to call the home in the dominant language will also be made. The school messenger may also be used to alert parents that letters were sent out. Letters may also be mailed and, in some instances, they may be hand delivered to parents picking up or bringing students to school.

18. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section).

As of the 2015-2016 school year, a new entrant or re-entry student who has undergone the ELL identification process may go through the Re-Identification process. Reidentification of ELLs allows a school, parents and students who believe a student may have been misidentified as an ELL or non-ELL to have the ELL identification process administered a second time. The request must be made within 45 days of enrollment. Based on the recommendation of qualified personnel, the principal can determine whether ELL status can be changed. The decision is then communicated to the parent, guardian or student (18 years or older) in English and parent's preferred language. If the recommendation is that the student's status remains the same, no further action is necessary. If the recommendation is that the status must be changed, the process continues. Upon receipt from a parent, guardian or student (if he/she is 18 years or older) of a signed notification acknowledging a principal's recommendation to change the ELL status of a student, the relevant documents and recommendation are sent to the superintendent or his/her designee for review and final decision. The final decision is sent to the principal, parent, guardian and student (if he/she is 18 years or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is not to change the ELL status, no further action is necessary. However, if the decision is to change the ELL's status, the student's program must be modified accordingly. All notifications and relevant documents must be kept in the student's cumulative folder.

19. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Better informed parents make better decisions. In order to help parents to make sound educational decisions about the program choice that best meets the needs of their children, the parents of newly enrolled ELLs are invited to participate in an initial orientation workshop. Posters are posted notifying parents of the workshop and letters in their preferred languages disseminated. Parents view a video clip produced by the Department of Education in one of the 13 covered languages describing the three program models for English Language Learners. Parents must return the completed parent choice form within 5 calendar days. Outside interpreters are provided for any language that is not spoken by school staff. Parent brochures are disseminated in the native language to enrich the understanding of each available program. ELLs are placed in the parent's program of choice within 10 days. As instructed by the CR Part 154, if a form is not returned, the student is placed in bilingual education but if one does not exist, the student must default to ENL. However, if a place should become available in another school, the parent must be informed and given the choice of having the student transferred to the school where the parent's program selection is available. The Department of English Language Learners will coordinate a transfer with the Office of Enrollment. The other option is that the parent can choose to keep the student enrolled at the current school.

20. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education. Every effort is made to ensure that the Parent Survey and Selection Form is completed in a timely fashion. All forms are sent out in the parents preferred language to avoid a breakdown in communication. Entitlement letters are sent out immediately after the NYSITELL is administered and results are available. Calls to student's homes are made by the ENL teachers, reminders by School messenger or second notices are sent out. Schools have only ten days to complete the Parent Survey and Selection Form. Ms. Oxley monitors them by checking off the names on a list of the students who have not returned outstanding forms. The assistance of the parent coordinator Ms. Robin Graham, the student's teacher, social service worker or guidance counselor is enlisted. During parent-teacher conferences, the homeroom teachers are notified of the students who are missing Parent Surveys and Selection Forms. The parents of those students are directed to the ENL teacher's classroom for completion of any missing documents. On occasion parents are invited to complete the missing forms during parent contact time or at pick-up times after school. As per the CR Part 154, if a form is not returned, the student should be placed in bilingual education. Since ENL is currently the only program offered at Jackie Robin School in Grades 1-5, that is the default program. However, if a place becomes available in another school, the parent is informed and given the choice of having the student transferred to the school where the parent's selection is available or keeping the student enrolled at the current school. The Department of English Language Learners will coordinate a transfer with the Office of Enrollment. With the opening of a new Dual Language program in the Kindergarten, we now have another option to offer eligible students.

21. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. After the parent choice forms are collected, the parents choices are recorded on the ELPC screen in ATS exactly as they are on the Parent Survey and Program Selection Form. The parents first choice is recorded as noted whether the school offers that choice or not. Since the Parent Survey and Program Selection Form is a formal document, a copy is placed in the student's cumulative record. The ENL teacher keeps a copy in the ENL binder. A list of students is maintained to keep track of those who have not returned the parent choice forms. Calls to students' homes, reminders by School Messenger or second notices are sent out inviting parents to come in to complete the forms.

22. Describe how your school ensures that placement parent notification letters are distributed.

Like entitlement and non-entitlement letters, placement letters follow the same procedure. Placement letters are sent home with the students. Depending on the age-level of the students, letters may be stapled to their homework notebooks or given directly to the students for handling. Classroom teachers will also follow-up along with the ENL provider. To facilitate communication, all letters and forms are sent in the home language. A call to the home is placed after three days of non-response from parents. Every attempt to call the home in the dominant language will also be made. The school messenger may also be used to inform parents that letters were sent out. In some instances where possible, letters may be mailed or delivered to parents picking up or bringing students to school.

23. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All ELLs' original documents are placed in the student's cumulative folder. The ELL Coordinator makes copies of HLIS, parent survey and selection form, entitlement, non entitlement, placement and continuation letters and other related information and keeps them in a binder in a secured location.

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

To ensure that all ELLs are administered the NYSESLAT, ATS reports such as the RLER, RLAT, RLAB, RSMR, RADP and even the ROCL are checked to make sure that no newly admitted ELL is omitted from the list of students to be tested. A test schedule is organized. For all tests, the testing room is prepared and the TESTING, DO NOT DISTURB sign is posted outside the door. Next the answer sheets are prepared. We ensure that students' names are written correctly on their answer sheets. Checks are made to make certain that prohibited electronic devices are put away. Groups for testing are arranged by their respective grade bands.

Speaking Subtest

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

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

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

The Listening, Reading and Writing Subtests

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

25. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

We use the same method of distribution for all outgoing correspondence to parents. Like entitlement and non-entitlement letters, placement letters, continued entitlement and transitional letters follow the same procedure. Letters are distributed by the ENL teachers or parent coordinator Ms. Graham. Placement letters are given to parents at orientation. Depending on the age-level of the students, letters may be stapled to their homework notebooks or given directly to the students for handling by the class teacher. Classroom teachers will also follow-up along with the ENL provider. To facilitate communication, all letters and forms are sent in the home language except where specially requested. A call to the home is placed after three days of non-response from parents. Every attempt to call the home in the dominant language will also be made. The school messenger may also be used to alert parents that letters were sent out. In some instances, where possible, letters may be mailed or hand delivered to parents picking up or bringing students to school. As of the 2015–2016 school year we will institute the practice of having defaulting students return signed slips to confirm receipt of letters.

26. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six.)
- After a review of the Parent Survey and Program Selection Forms for the past few years, we have concluded that the majority of parents have been requesting ENL only. Therefore, we do not have the required number of students in two contiguous grades in Grades 1-5 one particular language to form a bilingual class. We do, however, have a large number of immigrant students who speak a variety of languages and require the services of two to three ESL teachers. We also maintain a log of parents' choices which reflect preferences for dual and/or transitional bilingual programs, as a determinant for future planning. With an increase in the number of new Spanish entrants in Pre-kindergarten and Kindergarten for the 2015-2016 school year, one new Spanish Dual Language class was opened in Pre-Kindergarten and one in Kindergarten.

Part V: ELL Programming

B. Programming and Scheduling Information

21. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).

d. Freestanding ENL program.

Public School 375 currently houses a Freestanding ESL Program and a Dual Language Program. We have approximately 119 ELLs and 21 former ELLs. We have adopted the push-in and pull-out models to service ELLs. Children who are at the Beginner/Entering and Low Intermediate/Emerging proficiency levels receive 360 minutes per week as required under the CR Part 154 mandate. Students deemed to be at the Intermediate/Transitioning, and the Advanced/Expanding proficiency level receive 180 minutes weekly of instruction from an ENL teacher in a pull-out model. Those students who have attained Proficient/Commanding will receive 90 minutes per week. ELLs also have the opportunity of being a part of the AIS/RTI programs which give the extra time to further enhance their reading skills. Students are grouped heterogeneously by grade. In our Freestanding program, instruction is done in English using the integrated model focused on building language skill through the content area. It is delivered by two certified teachers, Ms J. Oxley and Mr. A Richardson. Using the pull-out method, we bring together students from different classes across a grade for acquisition focused instruction. Mr. Al-Ovin Richardson services the lower grades K-2, while Mrs. Oxley services the 3-5 group. We apply the Common Core Learning Standards adopted by the New York State Education Department to ensure that ELLs meet the same high standards set for all other students. The Common Core State Standards for English Language Arts (ELA) articulate rigorous grade-level expectations in the areas of speaking, listening, reading, and writing. We place an emphasis on small group instruction. During pull-out periods, the ESL teacher supports students with the language necessary to support concepts learned. Instructional strategies such as scaffolding are used to develop students' language and comprehension of content development. Teachers use various types of scaffolding methods, such as modeling, bridging, contextualization, schema building, text re-presentation and meta-cognition, to help students build English language skills. Classrooms are integrated with smartboard technology to assist in lesson instruction. Listening centers and computer work stations are also employed to support content area as well as language acquisition. ELLs who have demonstrated a lack of progress in the last two to three years on the NYSESLAT participate in AIS and RTI. Beginners in grades 1-5 receive targeted homogeneous instruction during AIS and RTI sessions. As of 2015-2016 school year, two Dual Language classrooms were formed in the pre-kindergarten and kindergarten This would help to accommodate request from parents who need this service for their children.

ENL teachers collaborate with content teachers to make way for alignment and continuity. Common planning in collaboration with the classroom teachers during the grade-level common planning periods allows the ENL teacher to work in synchronization with the scope and sequence of curriculum maps. The ENL teacher addresses the four language strands of language development - listening, speaking, reading, and writing and provides the students with assistance in the content area subjects. Appropriate ENL instructional strategies such as scaffolding, building vocabulary, using webs and graphic organizers, realia and charts are utilized to facilitate learning. Use of dictionaries and glossaries, and the "buddy system" are employed in this program.

e. TBE program. *If applicable.*

N/A

f. DL program. *If applicable.*

Our Dual Language is currently confined to prekindergarten and kindergarten where students are learning literacy skills through the content area and Spanish. Students are taught by two teachers, one delivering instruction in Spanish and the other in English. Ms A Lavalas teaches Spanish in Pre- K 1 and Common Branch teacher Ms. C. Washington provides English instruction, while in Pre-K 2 Mr. M. Figureo teaches Spanish and Mr. A. Richardson provides ENL instruction. For half of the instructional time in class, students are immersed in the target language using the side-by-side model and English is done in the other half.

22. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

b. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

According to the CR Part 154, students in bilingual and freestanding ENL programs must receive a certain number of units of study weekly. We ensure that all students meet the mandated ENL service requirements. In Grades K – 5 Entering Proficiency students (beginners) and Emerging Proficiency students (Low Intermediate) each receive 2 units of study weekly (360 min). Transitioning students (Intermediate) and Expanding Proficiency students are given 1 unit of study weekly (180 min) while Commanding

Proficiency (proficient) students receive .5 unit (90 min) of study per week in Integrated ELA or Content Area or other approved services. Commanding students will also receive an additional two years of service.

23. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

During ENL instruction we provide grade and age-level appropriate instruction designed to develop skills in listening, speaking, reading, writing and communicating in English in the required content area subjects in English supported by English as a second language methodologies, employed in a systematic and structured way, designed to develop the cognitive skills of LEP/ELLs. We integrate English as a New Language instruction with subject matter instruction. The technique focuses not only on learning a second language, but using that language as a medium to learn mathematics, science, social studies, or other academic subjects. The instructional activities in ENL classroom utilize students' real-life experiences, cultural experiences, prior knowledge and offer situations in which students can interact with the teacher and fellow students. For lessons that teach new concepts we use graphics, manipulatives, and other hands-on, concrete materials that clarify and reinforce meanings communicated through language.

The Dual language education program integrates native English speaking students with native Spanish speaking students for academic instruction, which is presented in both languages. Social and academic learning occurs in an environment that values the language and culture of all students and sets high standards to ultimately achieve academic success in Spanish and English. Students learn the language through content based instruction. Two teachers each share the Dual Language class., one delivering instruction in English 50 % of the day and the other in Spanish for the other 50 % of the day.

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

All students are evaluated according to language provided in Home Language Survey. If there is not a staff on hand to evaluate the student in native language, a request is made an appropriate support personnel so a native language evaluator is obtained and provided to conduct evaluation. A student's native language will most likely have a strong influence on the way that student learns English. Helping them to understand how their native language is similar to or different from English will help. For example, teaching native Spanish speaking ELLs cognate awareness accelerates their English language vocabulary development and helps them to understand words in English. The value of using a child's native language in instruction to increase comprehensibility has been espoused in the theories of Cummins and Krashen. Utilizing the assistance of their more fluent peers can be integral in helping beginners to acquire the target language.

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

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

Newcomers are assessed with the NYSITELL. Several informal assessments like checklists, teacher observations and conference notes are utilized as well. They vary from responding to passages and stories to listening to books on tapes to assess meaning and conceptual understanding. Think-pair-share, discussions, interviews and using real-life situations will reveal students' level of proficiency in speaking. Use of technology can measure performance in all four modalities. The ELL Periodic and benchmark tests provide interim assessments to help teachers and students monitor their learning progress. The NYSESLAT shows growth over the year. Fountas and Pinell help to identify where the students are in reading and where they need to be relative to their learning goals.

26. How do you differentiate instruction for each of the following ELL subgroups?

f. SIFE

g. Newcomer

- h. Developing
- i. Long Term
- j. Former ELLs up to two years after exiting ELL status

Currently we have three students with Interrupted Formal Education (SIFE). We exposed SIFE students to a rigorous ENL program. This program focuses on developing Listening and Speaking competencies, while developing literacy and numeracy skills. A strong emphasis is placed on phonemic awareness and phonics, explicit vocabulary instruction and practice, content-area reading for fluency and comprehension, writing and ongoing assessment. In addition, we will integrate their areas of interest, cultural and historical materials to develop the critical knowledge they need. Instruction in the basic skills they need will be done, including how to study and participate in discussions. Access to support services will be provided by teacher mentors, guidance counsellor and peers. Intensive literacy and language instruction will be given supported by inclusion in RTI/AIS and afterschool programs.

b. The objective of instruction for newcomers is to develop students' English language skills, help newcomers acculturate to U.S. schools, and make them aware of educational expectations and opportunities. Newcomers are exposed to an intensive English language development program emphasizing the development of Basic Intercommunication Skills (BICS) for eight periods of ENL weekly. Although instruction uses the four language strands, namely listening, speaking, reading, and writing, the delivery of instruction for this particular subgroup focuses more on developing their listening and speaking abilities.

c. As per the NYSESLAT modality report which delineates a deficiency in reading and writing skills, ELLs receiving ENL services for 4-6 years will be exposed to a rigorous English language development program that emphasizes the Cognitive Academic Language Proficiency (CALP) in reading and writing. We utilize our Student Learning Objectives to plan ELL instruction. Data is also used to drive and individualize instruction. Teachers use this information to group students accordingly and develop challenging assignments based on students' needs and abilities.

d. The primary focus with Long-term ELLs is to provide support with the writing and reading skills. We currently do not have any long term ELLs but if we do get ELLs who have demonstrated a lack of progress and have been identified as Long-term-ELLs they will participate in our targeted instruction during AIS/Rtl and other small group instruction. Effective instruction for them will involve integrated learning of concepts and language through meaningful experiences. Teachers and peers will scaffold instruction in both the spoken and written language so that students are able to construe meaning.

e. Former ELLs are mandated to receive up to two years of service following the year they exit from ELL status. They become eligible for certain specified testing accommodations. They continue to receive transitional support by being grouped and pulled out with students who are at the Commanding proficiency level on the NYSESLAT. This transitional support will help ease their transition into mainstream classes. Instructional activities in this case will focus on enhancing their writing skills by engaging them in creative writing projects and publishing finished products. Additionally, former ELLs would benefit from extended time testing accommodations just as current ELLs do.

All ELL subgroups will be entitled to testing accommodations such as time extension, separate location, bilingual dictionaries, glossaries, oral translations and simultaneous use of English and alternative language editions.

27. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.
- Six to twelve months after the principal, parent, guardian and student have been notified about the Re-identification decision, the principal must review the process. To ensure that the student's academic progress has not been adversely affected by the decision, the principal must review the determination. The principal will consult with a qualified staff member in the school (ENL provider and classroom teacher), the parent/guardian, and the student. If the principal, believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154 2.3(j) and may reverse the determination within this same six to twelve month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or the superintendent's designee. The final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.
28. 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?
- ELL-SWDs are given the opportunity and the necessary support to meet rigorous academic standards by providing them with strategic types of scaffolding, such as graphic organizers, visual aids, peer help, or home language help, and by removing these supports as students' skills develop. Relevant background knowledge about a topic to be discussed in class can be tapped into by activating their existing knowledge of a topic. ELLs are provided with ample opportunities to have extended interaction (such as doing 'jigsaw'-type activities) with peers of varying English proficiency levels, who can provide them with a range of models for using English words or structures appropriately. The teacher caters to different learning styles, so that students can demonstrate knowledge through multiple means. Applying Universal Design to curricula and text materials

minimize barriers and maximize learning through flexibility. Students use texts such as Continental New York ELLS, supporting the Standards, Finish Line for ELLs and Buckle Down as well as computer programs like Starfall and myON. myOn reader personalizes reading for students by recommending books based on their interests, reading level, and ratings of books they've read . myOn also monitors reading and conduct assessments.

In cases there are ELL-SWDs who are mandated to receive bilingual instruction but there is no service provider or placement available. After the School based Team meets, they assign an alternate language teaching assistant whose language is the same as the student's. This is done to support the classroom teacher and address the educational needs of the student.

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

Flexible scheduling at PS 375 helps break away from the traditional 40-50-minute class periods. It increases the instructional time spent on each subject. The model of flexible scheduling used for ELLs at Jackie Robinson School is that of a pull-out program. Within the pull-out program the ENL instructor provides a more intensified academic instruction which also assists the students with the acceleration of language development. ENL students succeed in activity-centered classes because of two main factors: 1) students have regular opportunities for extended discourse; and 2) students are highly motivated because they use the target language in situations of personal choice to provide a rich, engaging educational experience. Longer instructional blocks can also often positively impact school climate. Because there may be fewer class changes, there are fewer disciplinary referrals. When the block schedule includes fewer classes each day, it often reduces stress for both student time to participate in co-curricular activities that apply content-area learning such as service learning opportunities, and student-led conferences. Extended time in content areas provides for more in-depth study of topics and more hands-on activities. The teacher is able to provide more varied instruction during class. Thus, it is easier to deal with students with disabilities and differing learning styles but also there is now more time available to devote to nondisabled students.

ELL-SWD who are placed in ICT classes are determined by student data needs considerations. An individual student with a disability must be made on an individual basis. For those students placed in an ICT class, integrated co-teaching is an alternative to placement in a special education class. It has the added benefit of having both a special education and a general education teacher deliver the curriculum to students in a less restrictive environment. We consider the following factors when placing ELL-SWDs in ITC classes:

1. the classes in which integrated co-teaching is offered and the match to the student's needs;
2. the extent of special education services the individual student needs to access, participate and progress in the general education curriculum;
3. the similarity of needs of the other students with disabilities in the class;
4. the potential effect of the class size on the students' learning needs;
5. any potential benefits and harmful effects such services might have for the student or on the quality of services that he or she needs.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

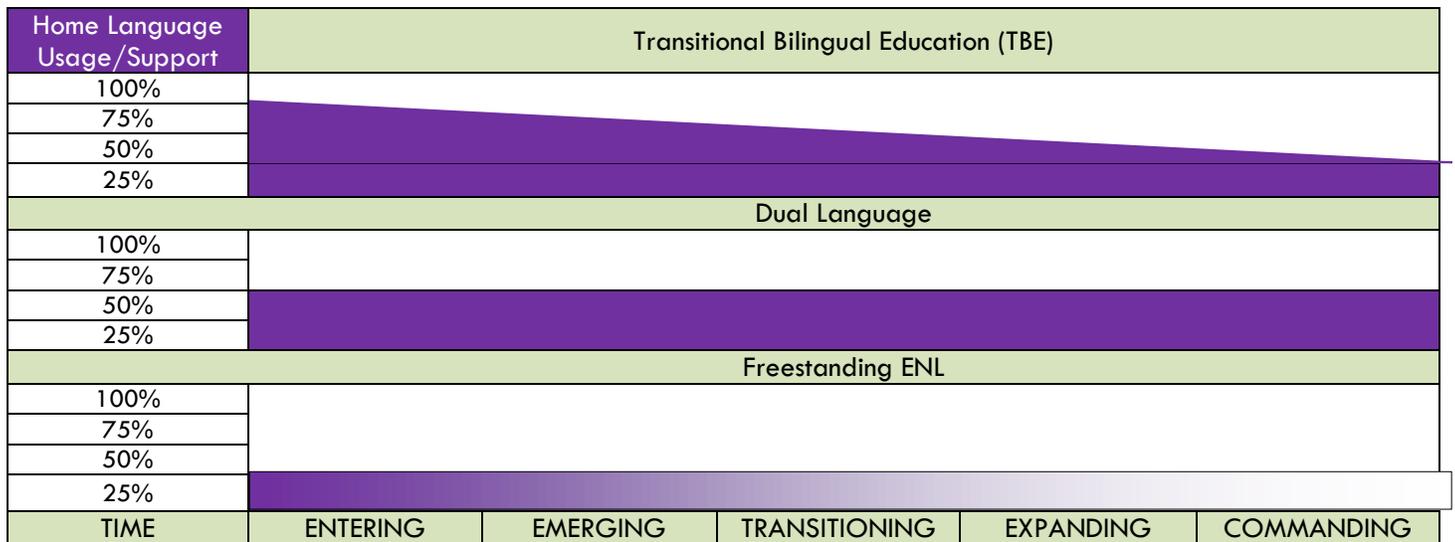


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



E. Programming and Scheduling Information--Continued

30. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Beginning/Entering and Low Intermediate/Emerging (56 students) students require 360 minutes of ENL instruction while Intermediate/Transitioning Advanced/Expanding students (63 students) require 180 minutes of ENL services weekly. Proficient/Commanding students (21 students) will be given 90 minutes of Integrated ENL. Our ELL Coordinator Ms. J. Oxley, provides pull-out services in Grades 3-5, and Mr. A. Richardson is the provider for Grades K-2.
- Interventions in ELA are done through AIS, RtI and myOn. myON provides anytime, anywhere access to a library of more than 10,000 enhanced digital books with multimedia supports, real-time reporting and assessments and embedded close reading tools. This digital literacy platform allows students not only to read, but to read closely, to engage with digital texts in new ways that are designed to transform the entire learning experience. myON enables teachers and administrators to track students' reading activity and growth at the student's class, building and district levels. Native language teachers and teaching assistants are involved to assist when difficulties which arise because of language barriers.
- Interventions in ELA are done through AIS and RTI. RTI is a program based on strong language and literacy instruction. It is designed to meet the needs of struggling readers. Our RTI Literacy Clinic runs in three cycles:
- 1) Beginning of the Year - September to November
 - 2) Middle of the Year, December – February
 - End Of Year - March to May
- The RTI Team works with administration to monitor progress of Tier 2 and Tier 3 students every 2-3 weeks using DIBELS and Tier 1 students 3 times per year, using Fountas & Pinnel Reading Assessment, If students are not making adequate progress, the team meets to address issues and discuss next steps. We do not have formal intervention programs for use with students in Math, Science or Social Studies but there are some common informal interventions we have adopted across these content area subjects with the goal of accelerating learning so that students will reach grade level. The interventions are:
- Demonstrate that vocabulary can have multiple meanings. Help students understand the different meanings of words as well as how to use them correctly in context.
 - Encourage students to offer bilingual support to each other. Students will understand material better if they explain it to another student, and the new student will benefit from hearing the explanation in their first language.
 - Provide visual cues, graphic representations, gestures, realia, and pictures. Offer students the chance to work with objects and images in order to master academic vocabulary.
 - Identify key phrases or new vocabulary to pre-teach.
 - Modify the linguistic complexity of language and rephrase problems. Students will understand the problem better if it is stated in shorter sentences and in language they understand.
 - Guide students to cross out the unnecessary vocabulary in word problems. Build knowledge from real world examples and reinforce concepts with examples that students can picture and talk students through the situation.
 - Use manipulatives purposefully.
 - Spatial organizers help students understand and remember information by teaching them to sort concepts, facts, and ideas using charts, diagrams, graphs, or other graphic organizers. Classroom Learning strategies. Note-taking skills, self-questioning strategies, self-monitoring, summarization.
 - Computer Assisted Learning to deliver different types of instruction, including drill and practice, strategy instruction, and for research.
 - Using ongoing, formative assessment.
 - Using alternative assessments
31. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The ENL program made some progress. Approximately 37% of the ELLs in Grades K-3 who did the NYSESLAT were able to move up one level higher. 24% have achieved English proficiency. 61% moved overall. The results in the fourth grade reflect that there is further need for interventions. Our use of ReadyGen and Go Math programs allowed us to introduce a new standards-based curricula designed to provide rigorous instruction in English language Arts and math to students. We are still in the process of making adjustments to meet our needs and to ensure that all students advance in their education. Houghton Mifflin Harcourt Social Studies is used for instruction in Social Studies. The content is scaffolded to support learners and facilitate the construction of meaning and knowledge. Some ways we scaffold instruction for English language learners are preteaching academic vocabulary, differentiating learning tasks and materials as well as providing a variety of verbal and academic supports, from both teacher and more proficient peers, so that students are able to meaningfully engage this content area learning to acquire the language and academic skills necessary for independent learning.
32. What new programs or improvements will be considered for the upcoming school year?
- At the beginning of the 2015-2016 school year, Dual Language programs in Pre-Kindergarten and Kindergarten were opened. It is the vision of school leadership that with each succeeding year that program will continue expanding grade by grade until PS 375 can offer a DL program on each grade level from Grades K-5. Best practice and research dictate that both English and the child's

home language should be actively supported to facilitate language and literacy development during the crucial early years. Early childhood students need to be fluent in English, but not at the expense of losing their first languages. In a Dual Language classroom, all English language learners receive systematic support for home and English language acquisition in their natural school environment. In addition, there has been an increasing number of Spanish speaking students entering early childhood classrooms so a Dual Language program can help administrators to provide supports that make it possible for classroom teachers to meet the needs of parents who request this service for their children and for others who may want their children to learn another language.

33. What programs/services for ELLs will be discontinued and why?
N/A

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

English Language Learners are not only given equal access to all school programs, but because they are targeted as a subgroup in need of more instructional intervention, they receive intensive small group instruction. ELLs are allowed to participate in afterschool programs to further address their needs. Assigned sessions of THRIVE Academy Afterschool, held from 2.30 p.m.to 4.30 p.m Wednesdays to Fridays, are instructional periods that enable students to enhance, enrich, and extend literacy. During Saturday Academy, ELLs further develop content knowledge centered around specific themes/topics. Students get involved in projects that require them to share ideas and work in various learning settings. They read to promote schema around specific topics, and use independent leveled reading materials, such as trade books and novels to meet their needs. As students acquire more literacy strategies, the text materials become increasingly difficult. They are also included in other programs that are conducted in the school. Among these are Girls' Inc. where girls in grades 3-5 meet weekly with professionally trained Girls Inc. facilitators for 45 minutes. The programs are designed to empower girls with the skills, tools and the self-confidence they need to become leaders in their communities. CookShop, the core nutrition education program of the Food Bank For New York City, gives low-income children the knowledge and tools to adopt and enjoy a healthy diet and active lifestyle on a limited budget. In CookShop students learn about nutrition and physical activity, as well as acquiring cooking skills.

35. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Classrooms have smartboard technology, iPads, and computers. The ESL classroom has a library which contains multicultural books and small selections of books in students' native language. The selection of the library books and the services provided at Jackie Robinson are based on the students' needs, and are age and grade-level appropriate. Fountas and Pinnell reading level system is used to determine the appropriate independent reading level of each student. Books are arranged in baskets according to their reading levels. Based on the data in the NYSESLAT modality report, students who are deficient in Listening and Speaking are engaged in listening centers using, books on tapes and computer-based activities. On the other hand, students deficient in Reading and Writing are immersed in activities that enhance content-based vocabulary building, fluency, and reading comprehension. Supplementary resources include hands-on manipulatives, and pictures.

The creation and implementation of a Title III Program serves to provide an additional supplementary resource to ensure that ELLs are reaching proficiency level in English at a predictable pace. In our project Title III Program, THRIVE Academy, we attempt to develop and strengthen literacy skills in both reading and writing for ELLs in grades K-5. We use shared reading, read alouds, close reading, guided reading and independent reading to improve fluency and reading comprehension. To facilitate the writing process, the following strategies will be implemented: vocabulary building, modeling, graphic organizers, journal writing. The program operates three days weekly (Wednesday, Thursday, and Friday) and runs from 3:00-5:00 p.m. when in session. We use Harcourt Science resources and science kits for science investigations and for Social Studies, we use Houghton Mifflin Harcourt Social Studies resources. Instruction from these texts is scaffolded to support learners and facilitate the construction of meaning and content. Not only does the teacher appeal to native language where appropriate but by using their more proficient peers, students are able to meaningfully engage in content area learning.

THRIVE Academy

THRIVE Academy will include approximately 60-80 ELL students. Two highly qualified ENL teachers and two General Education teachers will instruct the students. The student roster will not exceed the 20 students per teacher ratio. An administrator will be available in the building supervising other after-school activities and will assist THRIVE Academy at no cost to the program. Technology will be integrated to enhance the four language strands (Listening, Speaking, Reading, and Writing) through the use of iPads and audio books, etc. Other comprehensive assessment tools in reading and writing such as myOn will be utilized to provide teachers with a valuable over-all view of a student's progress.

36. How is home language support delivered in each program model (DL, TBE, and ENL)?

We use the students' home language to help in building oral language development in their first language and to develop and enhance their cognitive skills as they are acquiring the target language English. Jackie Robinson P.S. 375 prides itself for its multilingual staff members. The ENL teacher ensures that not only translation of the State Math and Science is made available to students for whom a translated version of the test is not available, but also uses the students' first language to support content

area comprehension. In cases where the homeroom teacher is not proficient in the student's first language, newcomers are paired with other advanced ELLs who are fluent in both languages. Furthermore, classroom libraries are infused with books and audio books in different languages. A native language support teaching assistant works with the Entering ELLs in grades K, 2 and 5 to assist with content area instruction, concentrating in Math and Science. In addition, native language exams are primarily used with our ELLs who have been in the United States for 2 years or less. The option is given after the second year to continue the use of translated tests. We find that after 2 years in school, the student's knowledge of their home language has diminished and they are more proficient in English. We also provide bilingual glossaries in Social Studies, Math and Science for our ELL students to use within the content area class as well as during assessments.

37. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Intensive guidance and support services are provided to assist students who are experiencing affective-domain issues that are impacting on their ability to achieve academically. Although the intensity of the services vary, all Grade 3-5 students performing at Levels 1 and 2 and Early Childhood students deemed to be at risk, will receive appropriately targeted services. Additionally, to facilitate understanding of content area subjects, glossaries, bilingual dictionaries, and multilingual libraries are purchased and made available to Newcomers and students taking the NYS Standardized tests in their native languages.

For ELL-SWDs, we adapt content, methodology, and delivery of instruction to address their unique needs and to ensure access to the general curriculum so that they can meet the core standards targeted for their ages and grades. Confering with the special education teacher is important so the IEP goals are met. Powerful supports like adapted materials—such as books on tape, large print, or highlighted notes, and use of technology are available to children with disabilities.

38. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Newly enrolled Ells are given teacher information, classroom location, basic information about the school's attendance policy, bussing information, lunch information and general information about American culture. This is usually disseminated at a parent workshop held in the month of July. The Principal Ms. Ellman and the parent coordinator Ms. Graham are involved. The Ells Coordinator Ms. Oxley reinforces this information at orientation and on Parent Night and further questions are addressed. Parents are encouraged to read with their children in their native language to help them develop reasoning skills through their native language. Participating parents are encouraged to join the library will be assisted in securing a library card. They are advised that students who read in their native language perform better in school, are more likely to be competent readers, and transfer the ability to read well in the native language to English.

Parents are reminded that they are their children's first teachers and they have an obligation to encourage their children to read to increase their children's chances of succeeding in school. They are also further encouraged to attend meetings for ELLs, join the Parent Teachers Association and read all information that comes home as well as to volunteer at school events and in the classroom. Parents and students are taken on a tour of the school to give some familiarity with the building.

39. What language electives are offered to ELLs?

N/A

40. For schools with dual language programs:

- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?
- Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

A. For our Dual Language program we have adopted the side by side model with EPs and ELLs integration for 100% of the day.

B. Core content is taught in English supported by Spanish.

C. All students learn to read in both languages simultaneously. Skills taught in each language are coordinated to maximize cross-linguistic transfer and support learning in content areas.

D. Both languages will be taught simultaneously so connections between languages could be made but the overall goal is for students is to master English language.

F. Professional Development and Support for School Staff

5. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

Mondays are designated contractually as Professional Development day for teachers. Our professional development program is rooted in the belief that all teachers are teachers of Language Arts and that English as a Second Language is a natural and humanistic extension of English Language Arts. With this in mind, we will design a professional development program that will prepare all teachers to better serve the linguistically diverse population at Jackie Robinson Public School 375. This will be accomplished by the following:

All teachers who serve ELLs will be encouraged to attend Local Support Organizations ELL professional development. These sessions will focus on professional practice and methodologies that use ENL strategies to strengthen content area instruction across the curricula.

The two ELL Teachers will turnkey information and provide on-going professional development in strategies techniques for working with ELLs during in-school common planning periods.

November 2015 Standards that Impact English Language Learners

December 2015 Culturally Responsive Instruction for ELLs

January 2016 Methods of Vocabulary Instruction.

Other sessions will include discussions in a study group setting where non-ENL teachers will be better informed about how ELLs learn and how to adapt instruction to maintain rigor and provide support. All of our ENL teachers meet with classroom teachers where possible during common preps for articulation and planning. During these meetings, techniques and strategies are shared with teachers to assist them in supporting their ELLs during content area instruction within the classroom. Additionally, both classroom and ENL teachers will participate in professional development aimed at supporting our English Language Learners.

To help make certain that English Language Learners attain English proficiency and achieve academically, all staff members who hold an ENL or bilingual license will be encouraged to attend an ongoing series of Professional Development towards completing 7.5 hours in ENL methodology as per Jose P. Jose Mandate. These training sessions will be conducted by on-staff ENL teachers and built into the regular staff development schedule, during professional development days, and at grade-wide meetings including weekly Common Planning sessions and Lunch and Learn sessions, professional development days, and grade meetings, faculty conferences, learning walks and wrap ups following learning walks. These on-site professional development sessions will be dedicated to ENL methodologies, awareness and sensitivity and other pedagogical techniques that use ENL strategies to strengthen content area instruction across the curricula. For all staff members and stakeholders like paraprofessionals, guidance counselors, special education teachers, psychologists, occupational/physical therapists, speech therapists will be offered professional development by the Instructional Core Team. The professional development will be based on teachers' surveys and needs of ELLs observed during instruction.

The Parent Coordinator will be invited to workshops put on by NYC Department of Education, Division of English Language Learners and Student Support. Special education teachers will receive three (3) additional Professional Developments sessions. Secretaries will be given training in inputting ENL related information and will be encouraged to attend a Secretary training when it is put on by the Division of English Language Learners and Student Support.

6. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Professional development is offered school wide to all teachers to succeed with the diverse population in our school. Teachers will complete a survey that asks for them to indicate their areas of needs ranging from behavior management, infusion of technology, effective strategies working with SWD and ELLs, designing coherent instruction, effective questioning and discussion techniques, engaging students in learning, Universal Design for Learning, Depth of Knowledge, connecting real world experiences to enhance students learning, and curriculum development. Common Core professional development will also be offered to teachers to help them deepen their understanding of the curriculum, content knowledge, and how to implement pedagogical best practices in the classroom.

7. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The Guidance Counselor Mr. Matthew attends the yearly Admission Process Training which informs and updates the middle application process. The guidance department provides a workshop for parents of graduating students, inclusive of ELLs parents, concerning completion of the middle school selection process, transitioning of records to new school, and available resources to assist parents in helping their children to experience a less stressful transition. Middle school directories in different languages are given out. There are translators present to cater to the translation needs of parents. In-school classroom visits are made to prep students by helping them to form realistic expectations of what middle school will be like, providing positive messages that middle school is safe and fun, and they are informed about the choices, opportunities and responsibilities that await them in middle school thereby helping to ensure a successful introduction to the middle school experience.

8. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to *ELL Policy and Reference Guide, Professional Development* section.

To help ensure that English Language Learners and immigrant students attain English proficiency and achieve academically, all staff members who hold a license other than ENL or bilingual license will be encouraged to attend an ongoing series of Professional Development towards completing 7.5 hours in ENL methodology as per Jose P. Jose Mandate. These training sessions will be built into the regular staff development schedule and will be conducted by on-staff ENL teachers. Other training opportunities by the DOE will also be made available. All teachers attending the training will become culturally aware and linguistically sensitive to the unique needs of their ELL students and will approach teaching and learning using pedagogical techniques and methodologies proven effective with ELLs such as Total Physical Response, the Language Experience Approach, rebus, rhymes, patterning. Records of teacher attendance at out-of-town trainings will be maintained by the school secretary. The ENL coordinator will also keep records of training (Notes and attendance).

G. Parental Involvement

7. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

PS 375 has an open door policy for its parents. Any parent can come and make a request to meet with any teacher or service provider about the concerns that they have. Meetings are called to in response to calls from parents or teachers, for parent contact time, IEP meetings, or for individual or group purposes. The more parents have the opportunity to participate, shape activities and programs that help their families, the more vested they will be in seeing those efforts succeed. In arranging a meeting, letters are sent home inviting parents to the meeting. The purpose of the conference and the time is included. An agenda may be added too. At the meeting the goals for the conference are explained. Sometimes we discuss the child's language development, progress in each academic area, standardized test scores, goals for the child, and strategies to meet goals. Samples of child's student work is sometimes produced to support the discussion. Parents are allowed to ask questions and or discuss their issues. We provide interpreters from among the cadre of our multilingual staff members or in cases where there is no one who speaks a required language, we turn to the DOE Translation and Interpretation service.

8. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

It is the responsibility of the ELL Coordinator Ms. Oxley to maintain accurate records of all parents interactions and keep them in a secured, accessible location. Records are also maintained and accounted for by office personnel.

9. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Fostering diversity and cultural respect is an important focus at the school. We celebrate cultural heritage within the school year with special assemblies arranged by our Arts department. Parents assist in providing costumes, food, and other cultural representations. During Respect for All Week, our School Based Support Team visit each class and talk about diversity and respecting the cultural differences within society. Parents are welcomed to participate in speaking to the class about their culture. In 2014-2015, 3 out of 5 Learning Leaders were of Spanish heritage. We hope to have more parents involved in the program in the coming school year. We host dads who bring their children to school on the day set aside for that event. Currently the school partners with Medgar Evers College to provide GED and English Learning classes for parents of ELLs. The Parent Coordinator distributes the information, encourages the parents to take part and collects the forms of applicants. Parents also take part in our Career Day activities either by attending or telling about their careers. The Parent Coordinator distributes invitations and meets and greets parents.
10. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We will invite parents to attend workshops based on the strategies taught in the classroom to empower them with tools to reinforce the strategies while assisting their children at home. Specifically, we will be holding a Title III workshop during the month of March 2016 so that parents may be equipped with some useful strategies to help them in preparing their children for the New York State ELA and Math exams. In addition, referrals to Adult Education Centers at the Brooklyn Library and Medger Evers College will be recommended as well as literacy workshops to improve reading and writing skills among parents. For students, we participate in the program Art in the Schools sponsored by the Museum of Contemporary African Diaspora Arts (MOCADA). We also have partnerships with Girls Inc. and Cook Shop. This is done with the assistance of the Parent Coordinator who acts as a liaison between the groups to organize these activities. The Parent coordinator distributes flyers and keeps parents current of events that they need to be aware of.
11. How do you evaluate the needs of the parents? Parental involvement is very important to the success of all our students. PS 375 encourages parents to come in and complete our parent intake form not only when there is a problem but to address any concerns or needs they have. The monthly PTA meeting is another source of hearing from our parents. As the needs are aired, the PTA President reports to the school and the needs are addressed. Simple surveys are used sometimes to get parents opinions or reveal their needs. Feedback from the DOE's annual parent survey is also a valuable source.
12. How do your parental involvement activities address the needs of the parents?

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

H. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response here:

Part VI: LAP Assurances

School Name: _		School DBN: #INGEST ERROR!	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Schwanna Ellman	Principal		10/27/15
Kirk Wilkinson	Assistant Principal		10/27/15
Robin Graham	Parent Coordinator		10/27/15
Joyce Oxley	ENL/Bilingual Teacher		10/27/15
Taziana Alexander	Parent		10/27/15
Alvin Richardson/ESL	Teacher/Subject Area		10/27/15
Trisha Ortega	Teacher/Subject Area		10/27/15
Esther Powell	Coach		10/27/15
Yvonne Roberts	Coach		10/27/15
Verold Matthew	School Counselor		10/27/15
	Superintendent		10/27/15
	Borough Field Support Center Staff Member _____		
Antoinette LaTouche	Other _____		10/27/15
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 17K375 **School Name: Jackie Robinson School**
Superintendent: Cla

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Data of parents language preference is collected from the HLIS form, the students emergency contact form, the RHLA report in ATS and surveys conducted by the school so the school stay current ith any changes. Parents language preference forms will be updated periodically so that there is no breach in the communication lines with parents

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

At P.S. 375 the preferred for both and written communication are as follows:
English

Haitian
Creole
Fulani

Spanish
French

Bengali

Punjabi

Arabic

Twi

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

There are several documents that require translation before they are distributed to students. They include information regarding parent-teacher conferences, announcements, ELL parent meetings, school surveys, annual handbooks, calendars, after-school program information, New York State testing dates, letters, health and safety information, report cards, absence or lateness notification, entitlement to public education or placement in any Special Education or English Language or non-standard academic program, forms that allow parents to opt out of various programs, services or requirements requests for parents' permission for student participation in school activities.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

To identify the language needs our school we will look at updated language preference data collected via the following forms and entered by school staff in ATS: Student Registration Form, Home Language Identification Survey (HLIS), Emergency Contact Card
Parent Language Access needs in formal and informal face-to-face interaction. Based on our ongoing assessment of the language needs, our parents have shown a need for interpretation during the registration process, at parent orientations, parent-teacher conferences, workshops, interviews, open school night, curriculum night, IEP and related services meetings, and calls to parents for teachers, Guidance Counselor, attendance teacher.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

At the beginning of the school year a survey is done to determine the different languages spoken by members of staff and we use these teachers to provide oral interpretation in-house. We also utilize multi-cultural ancillary staff as well as native speaker parent volunteers who are proficient in the different languages. These meet our needs in languages such as Arabic, Spanish, Haitian Creole and French. The Translation and Interpretation unit is used for over-the-phone service or for direct person to person needs. Outside vendors can also be used.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Written translations are done by the Translation and Interpretation Unit. When a document is produced, consideration is given to factors such as the amount of text to be translated, number of languages involved and the complexity of format so that the request will be produced and distributed to parents in a timely manner. A Translation Request Form will be completed and then the completed request form and document(s) to be translated will be emailed to translations@schools.nyc.gov. For all other language requirements, we hire interpreters from an outside vendor or utilize the over-the phone services of the Translation and Interpretation Unit.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The Language Access Coordinator Ms. Joyce Oxley will meet with staff to notify them of the Language Assistance Services and familiarize them with to the Language Access Kit, which includes a Language Identification Guide and an informational brochure about the services provided by the T&I Unit. Over-the-phone cards will be distributed to school safety agents and they will be reminded of the steps on how to obtain an interpreter for LEP visitors to the school. A copy of the Language Identification Guide will be made available at the reception desk. Office staff will be trained in using the guide to help determine the language spoken by a parent (if applicable). Emails will be sent to school staff twice a year reminding them of their responsibilities of communication with LEP parents, and the translation resources that are available to them. Ms Oxley will also Support School Staff in Providing Translation Services to Parents

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

To fulfill parental notification requirements for translation and interpretation services, we have translated all important letters that go home to parents. Letters are sent to parents in their preferred language with an English version at the back. We have also begun to conduct simultaneous PA meetings in other languages. Morning messages are sometimes delivered in different languages utilizing multilingual staff so that any parents within earshot can be informed. PS 375 will also access the Translation and Interpretation Unit services whenever we are unable to provide our own translators at any event. We are cognizant of the need to have a speaker of the primary language of the parent at every IEP meeting and other important meetings, and we do provide this service. Every parent who has indicated a primary language other than English has and will continue to receive a copy of the Bill of Parents Rights and Responsibilities in their primary languages. Our Safety Plan and our LAP provides for this Translation and Interpretation Service. Our Parent Coordinator makes an effort to contact every parent on an ongoing basis notifying them in several languages of ongoing activities, services, meetings, and workshops. Our main lobby has signage in multiple languages - A multilingual welcome poster and a Language Identification poster for identifying parent's primary language are visibly posted at the entrance in the main lobby of our school.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

At P.S.375 parent feedback is important as it provides us with vital information on how we can assist them and their children better. Our Parent Coordinator is the main point of parental contact. Parents complete a parent intake form when they have any concerns or request. The scheduled parent -teacher conferences also are avenues that the school obtain parent feedback. Monthly PTA meetings benefits the schools as parents' comments and concerns are noted from the meetings. We have an open door policy here at PS 375 and expect our parents to fully utilize it.