



**PUBLIC SCHOOL 8
THE ROBERT FULTON SCHOOL**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 13K008
ADDRESS: 37 HICKS STREET
BROOKLYN, NY 11201
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 008 **SCHOOL NAME:** The Robert Fulton School

SCHOOL ADDRESS: 37 Hicks Street, Brooklyn, New York 11201

SCHOOL TELEPHONE: 718-834-6740 **FAX:** 718-834-7690

SCHOOL CONTACT PERSON: Seth Phillips **EMAIL ADDRESS:** sphilli@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Liz Pitofsky

PRINCIPAL: Seth Phillips

UFT CHAPTER LEADER: Amanda Green

PARENTS' ASSOCIATION PRESIDENT: Lisa Kopel/ Wendy Azzouni

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 13 **CHILDREN FIRST NETWORK (CFN):** 306

NETWORK LEADER: Margarita Nell

SUPERINTENDENT: Dr. James Machen

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
	*Principal or Designee	
	*UFT Chapter Chairperson or Designee	
	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

P.S. 8, The Robert Fulton School, is a creative learning community dedicated to its members' flourishing. In our pursuit of academic excellence, we are committed to the development of the whole child.

The school is located in Brooklyn Heights, New York. Six years ago, we received a federal magnet grant to implement the theme of Exploration, Research, and Design through Joseph Renzulli's Schoolwide Enrichment Model, (SEM), whose guiding principle is the belief that all children are gifted. As educators, we must find each child's giftedness by identifying their strengths and utilizing these strengths to further develop the student as a whole. Our focus at P.S. 8 has been to enhance students' strengths through a variety of enrichment programs and excellence in the classroom. Renzulli states, "A rising tide lifts all ships." We, at P.S. 8, believe that by focusing on students' strengths and using their strengths to develop the entire child sparks an excitement for learning in each child and raises the bar for our school as a whole.

P.S. 8's members are both teachers and learners. Our educational approach begins with developing an intrinsic love of learning in all students. We respect the learning continuum and the idea that every child learns differently. In order to support staff working with students, we have several systems to facilitate professional development, including providing teachers with six preparatory periods per week instead of the obligatory five, and offering a generous number of days for professional development.

P.S. 8 has a long tradition of cultivating creativity. In addition to in-house programs of dance, music, drama and visual arts, we partner with many arts organizations to ensure that our students experience all New York City has to offer. These partnerships incorporate Renzulli's method of integrating arts in the curriculum. They expose students to non-traditional academic approaches to learning and nurture interests and strengths which might otherwise remain hidden. This year, we have partnerships with the Guggenheim Museum, Marquis Studios, Studio-in-a-School, Rotunda Gallery, National Dance Institute, the Brooklyn Historical Society, and Barge Music. Additionally, two parent volunteers, professionals in design and music, have developed two other enrichment offerings for our students: a collaboration with the Parsons School of Design, integrating design with the school's science, social studies and ELA curricula and a course on John Philip Sousa, integrating an examination of American music within the context of its historical era. Additional enrichment activities include film club, play, cheerleading and Lego robotics.

Parents and community volunteers are integral partners in our school. We have a vibrant and organized PTA that works with the principal, teachers, staff, and School Leadership Team to maintain a multitude of committees essential to making our school a better place for children. These committees include fundraising, staff appreciation, school spirit, among others. We have annual fundraising events to build school community and raise money. These events include the Paddlewheeler, Scholastic Book Fairs, and Read-A-Thons. All help build school unity.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:				
District:		DBN #:		School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4				Poverty Rate: % of Enrollment					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6									
Grade 7				Students in Temporary Housing: Total Number					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9									
Grade 10				Recent Immigrants: Total Number					
Grade 11				(As of October 31)	2007-08	2008-09	2009-10		
Grade 12									
Ungraded				Suspensions: (OSYD Reporting) – Total Number					
Total				(As of June 30)	2007-08	2008-09	2009-10		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes				Principal Suspensions					
No. in Collaborative Team Teaching (CTT) Classes				Superintendent Suspensions					
Number all others									
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number				
(As of October 31)				(As of October 31)	2007-08	2008-09	2009-10	
2007-08 2008-09 2009-10				CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				Number of Staff: Includes all full-time staff				
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals				
(As of October 31)				Number of Educational Paraprofessionals				
2007-08 2008-09 2009-10								
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)				% fully licensed & permanently assigned to this school				
2007-08 2008-09 2009-10				Percent more than two years teaching in this school				
American Indian or Alaska Native				Percent more than five years teaching anywhere				
Black or African American				Percent Masters Degree or higher				
Hispanic or Latino				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
Asian or Native Hawaiian/Other Pacific Isl.								
White								
Multi-racial								
Male								
Female								

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

There are several trends that can be identified:

There has been a steady increase of NYS Performance Index (How schools compare to each other in NY State) and average scale scores points in both ELA and Mathematics in every grade. See the following website:

<http://projects.nytimes.com/new-york-schools-test-scores/counties/kings/districts/new-york-city-district-13/schools/p-s-8-robert-fulton>

This steady increase has put PS 8 in the top quartile of all schools in NYC in terms of achievement as measured by standardized test schools for the first time in over ten years. These positive gains are countered by inconsistent scores on the NYC Progress Report. Even though the methodology to calculate progress has substantially changed over the past couple of years, PS 8 has scored zero points in the section of the report card two of the last three years thereby putting us in the bottom 5% of all schools those two years. The poor performance in progress has been partially due to a decline in achievement from third to fourth grade and from fourth to fifth grade as measured by scale score points.

The number one barrier to continuous improvement over the past several years has been the consistent budget cuts that have been system wide. Last year PS 8's discretionary budget was reduced by 10%. Another barrier has been the issue of overcrowding. The school is at 130% of capacity. Because of that problem the school is on its second year of major construction.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

1. There will be a 10% increase in students scoring at or above grade level on 2011 NYS ELA standardized tests
2. There will be a 5% increase in students scoring at or above grade level on 2011 NYS mathematics standardized tests
3. By June of 2011, 90% of the classroom teachers (K-5) will use math exemplars to measure the math achievement of their students
4. By June of 2011, 90% of the classroom teachers, grades kindergarten through fifth grade, will compare the school's current ELA curriculum to what will be needed to meet ELA Common Core Standards
5. By June of 2011, 75% of the Teachers will participate in professional development opportunities and turn-key the information to peers

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>There will be a 10% increase in students scoring at or above grade level on the NYS ELA standardized tests</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Teachers in grades 3-5 will assess students every 6-8 weeks in order to monitor student progress toward meeting benchmarks in reading. Weekly grade level meetings focused on teaching strategies and curriculum 17 Days of Professional Development for Teacher’s College Reading and Writing Project Teacher’s College Reading and Writing Project Calendar Days Academic extended day activities</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Responsible staff members: Principal, Assistant Principal, Consultants, teachers in grades 3-5 Tax Levy monies or Private Grants</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>NYS fifth grade ELA standardized test scores Periodic assessments and ITA Student Work – “Published” Writing Pieces Book Levels Classroom Observation</p>

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>There will be a 5% increase in students scoring at or above grade level on NYS mathematics standardized tests</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Curriculum Development Math vertical team members will attend a full-day workshop in the Fall with a representative from Exemplars. School will collaborate with other schools doing similar work Math vertical team members' will turn-key training and meet regularly to support this work. Monthly grade meetings with assistant principal to plan lessons. Monthly grade level study groups looking at increasing mathematical language. Academic extended day activities Aleks individualized math program (computer based)</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Responsible staff members: Principal, Assistant Principal, Consultant, teachers in grades 3-5 Math Vertical Team All funds will come from Tax Levy monies or Private Grants</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>NYS fifth grade Mathematics standardized test scores Periodic assessments and ITA Student Work Unit Tests Classroom Observations</p>

Subject/Area (where relevant): Common Core/ Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>90% of the classroom teachers (K-5) will use math exemplars to measure the math achievement of their students.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Math vertical team members will attend a full-day workshop in the Fall with a representative from Exemplars. School will collaborate with other schools doing similar work Math vertical team members' will turn-key training and meet regularly to support this work. Monthly grade meetings with assistant principal to plan lessons. Monthly grade level study groups looking at increasing mathematical language and looking at student work.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Assistant Principal will lead this initiative. Teacher leaders Teachers Math Vertical Team Tax levy funding</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Grade and group meeting agendas Classroom observations Student portfolios</p>

Subject/Area (where relevant): Common Core/ ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>90% of the classroom teachers, grades kindergarten through fifth grade, will compare the school’s current ELA curriculum to what will be needed to meet ELA Common Core Standards</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Introductory workshop during September professional development Follow-up workshop during November professional development Examine ELA standards to see what we do and what we need to do differently during weekly professional development Continued professional development during June professional development day</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Administration Consultants Teachers Tax levy and private grant funds</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Agendas from professional development days Agendas from weekly grade meetings</p>

Subject/Area (where relevant): Leadership

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>75% of the Teachers will participate in professional development opportunities and turn-key the information to peers</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Teacher attend in house professional development in all subject areas Teachers attend out of school professional development in all subject areas Teachers work in inquiry groups Teachers visit other schools Teachers present at weekly grade meetings Teachers present at staff development days</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Administration Teachers Consultant Network Support Tax Levy and Grant funding</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Agenda of meetings</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	5	5	N/A	N/A	10	2	5	8
1	33	33	N/A	N/A	10	2	5	8
2	39	39	N/A	N/A	10	2	5	8
3	18	18	N/A	N/A	10	2	5	8
4	30	30	12	30	10	2	5	8
5	26	26	12	26	10	2	5	8
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> • Extended Day provides children 50 minutes of individualized ELA instruction • Test Prep is provided during Extended day tutoring • Small group instruction is provided either through the pull-out and push-in model • Wilson is small group instruction
Mathematics:	<ul style="list-style-type: none"> • Extended Day provides children 50 minutes of individualized Mathematics instruction • Test Prep is provided during Extended day tutoring • Small group instruction is provided either through the pull-out
Science:	<ul style="list-style-type: none"> • After school program designed to support students who have been struggling in Science
Social Studies:	<ul style="list-style-type: none"> • In combination with English Language Arts support, the 5th grade “At-Risk” students receive additional instruction.
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> • The Guidance Counselor provides 1:1 and small group counseling during the school day for students in grades 3-5. Through play therapy, and group sessions, the guidance counselor helps students whose emotional issues have interfered with their academic progress.
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> • The School Psychologist is “On Call” for crises intervention (4 days a week)
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> • The School Psychologist is “On Call” for crises intervention (2 days a week)

At-risk Health-related Services:	<ul style="list-style-type: none">• Asthma Classes with Department of Health Nurse• Overweight with Department of Heath Nurse• Allergy Consultations with identified children
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APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Section III. Title III Budget

School: _____ BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Upon arrival into the school, parents complete a Home Language Survey (in either English or another language of choice) specifying the languages used in their home and whether they wish to have translation and oral interpretation services provided. Parents also fill out a biographical card that includes what languages they speak. Based on the answers to these questions as well as the parent's verbal requests, the school then provides parents with appropriate and timely information in a language they can understand.

If the parent is new to the school but not new to the New York City Department of Education, the appropriate administrators, including the ELL Coordinator, will look at the child's Home Language Survey to determine if a language other than English is requested for communication. If no space is available or language is indicated, parents will receive a written letter requesting them to specify their preferred language for communication.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Most of this population speaks and reads English fluently, so therefore many do not need translation and oral interpretation services. There are some. The school does, however, need more Russian and Ukrainian translation and oral interpretation services as well as Spanish.

Part B: Strategies and Activities

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

The school will provide written translation services and meet the identified needs indicated in Part A. To ensure timely provision of translated documents to parents in need to language assistance services, teachers will submit letters up to two weeks prior to dissemination. These letters will be translated by the appropriate translator, be it through the Office of Translation, an outside vendor, in-house school staff, or parent volunteer.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

The school will also provide oral interpretation services for parents based on the needs identified in Part A. Depending on the language, oral interpretation services will be provided by an outside contractor or in-house school staff or parent volunteer. These services include an oral translation during parent-teacher conferences, oral translation available at school-wide meetings, and oral translation as per requested by the parent.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services by downloading and disseminating a copy of the Bill of Parent Rights and Responsibilities in their language of need as made available by the Office of Translation and Interpretation. The school will also have signs in each of the most prominent covered languages, including English those languages which may not be covered by the Office of Translation and Interpretation, indicating the availability of interpretation services. Furthermore, the school's safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 008 Robert Fulton					
District:	13	DBN:	13K008	School		331300010008

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	36	35	35		94.1	94.8	94.4
Kindergarten	110	92	100				
Grade 1	83	113	87	Student Stability - % of Enrollment:			
Grade 2	77	81	119	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	73	74	77		96.4	96.7	97.6
Grade 4	89	69	71				
Grade 5	64	77	62	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		31.5	39.6	20.4
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		4	4	2
Grade 12	0	0	0				
Ungraded	0	0	1	Recent Immigrants - Total Number:			
Total	532	541	552	(As of October 31)	2007-08	2008-09	2009-10
					4	2	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	8	8	4
# in Collaborative Team Teaching (CTT) Classes	49	45	52	Superintendent Suspensions	1	1	1
Number all others	30	27	33				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	38	43	42
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	6	5	6
# receiving ESL services only	19	15	TBD				
# ELLs with IEPs	1	2	TBD	Number of Educational Paraprofessionals	2	3	4

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	97.4	100.0	100.0
				% more than 2 years teaching in this school	52.6	60.5	83.3
				% more than 5 years teaching anywhere	26.3	27.9	45.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	84.0	86.0	85.7
American Indian or Alaska Native	0.4	0.2	0.2	% core classes taught by "highly qualified" teachers	76.0	77.1	88.5
Black or African American	31.6	26.4	20.1				
Hispanic or Latino	12.4	11.5	10.5				
Asian or Native Hawaiian/Other Pacific	7.1	7.6	6.2				
White	47.7	51.6	58.5				
Male	52.6	53.2	54.5				
Female	47.4	46.8	45.5				

2009-10 TITLE I STATUS

	Title I						
	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	v	v					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	v	v	-				
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	13.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	7.5	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	5.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	0						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster Grapevine Network	District 13	School Number 008	School Name The Robert Fulton
Principal Seth Phillips		Assistant Principal Robert Mikos	
Coach Stephanie Parsons		Coach Ann Powers	
Teacher/Subject Area Tracey Posluszny/ESL		Guidance Counselor Johanna Provenzano	
Teacher/Subject Area type here		Parent Lisa Kopel	
Teacher/Subject Area type here		Parent Coordinator Blake Amos	
Related Service Provider Jonathan Garber		Other type here	
Network Leader Margarita Nell		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	530	Total Number of ELLs	17	ELLs as Share of Total Student Population (%)	3.21%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. English Language learners are identified in the following way: At the time of enrollment, all parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS). This survey is given to parents by a trained pedagogue. It lets school staff know what language is used in the child's home. An informal oral interview is given to the parents in English, or their native language, if needed, asking the questions on the HLIS form to help identify if another language is spoken in the home. If the HLIS indicates that the child uses a language other than English, he or she is administered an English proficiency test called the Language Assessment Battery-Revised (LAB-R) within 10 days of his or her first day of school. The test is administered to the student by a certified teacher. In this case, it usually always the English as a Second Language (ESL) teacher. Performance on the LAB-R determines the child's entitlement to English language development support services. (If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she must also take a Spanish LAB to determine language dominance. This test is also given with the first 10 days of the student's first day of school and is administered by a certified New York State teacher.) Schools will then notify parents and/or guardians of their child's LAB results in writing soon after and place students in ELL instructional programs according to parent's choice as filled out on the Parent-Selection Form given to parents and guardians at the orientation meeting they are invited to attend. If they do not attend this meeting, parents and/or guardians are still given the form to fill out to select his or her preferred program for their child(ren). If the numbers are not such that a bilingual program will not be opened at P.S. 8 during the given school year that the child becomes entitled for ELL support services, parents are informed of the option for their child transfer to another school in the district that offers a bilingual program conducted in the child's native language in the district. Or, they can simply choose to select a bilingual program as their first choice and if the numbers in the school grow to support a bilingual class in the same native language on two continuous grade bands, then the student will be placed in a bilingual class at Public School 8.

Identified ELL students will be annually evaluated by the New York State English as a Second Language Achievement Test (NYSESLAT) given to students each spring. This test evaluates the student's language development in all four areas: Listening, Speaking, Reading, and Writing. The speaking exam is given one-on-one to the student by the certified ESL teacher, while the Listening, Reading, and Writing are administered in grade bands: K-1, 2-4, and 5-6, as needed, by various teachers throughout the school. Whenever possible, the ESL teacher administers these exams, but sometimes other teachers in the school who work with the ELL students may do so. Parents are notified of this test each year in writing and are told about it at the Parent Orientation they attend once their child is eligible for English language development support services.

2. In order to make sure that parents and/or guardians understand all three program choices. Public School 8 holds an orientation for parents or guardians of newly enrolled ELLs each fall. This orientation is used to inform them of the different ELL programs that are available. It is held in the library each year. Parents are shown a video that introduces English Language Support Programs and explains the three different choices parents have: Freestanding English as a Second Language, Dual Language, and Transition Bilingual Education (TBE). In the orientation, parents receive materials about ELL programs in both English and their home language. The orientation is hosted by the ESL Teacher and the Parent-Coordinator. Parents and Guardians are given the opportunity to ask questions about ELL services (with assistance from a translator, if necessary). At the end of each orientation, school staff collects the Parent Survey and Program Selection Form, which indicates the program that parents select for their child(ren).

Because ELL parents often speak a language other than English, translated materials (brochures, DVDs) provided by the Office of ELLs and services offered by the Translation and Interpretation Unit, including document translation and interpretation services are used as needed to ensure parents of newly enrolled ELLs understand the program selection and entitlement process.. Informational and question-and-answer sessions are provided through this initial group orientation session at the beginning of the year.

If parents and/or guardians cannot attend this orientation given in the fall of each year, then they are given the option to speak with the school's ESL teacher and/or Parent Coordinator over the phone or at a different time in person at the school. They are shown, when possible, the video again, and told of the three program choices, as well as given all the materials, including informational packet, that were handed out at the orientation meeting. They are then asked to fill out the Program Selection Form and return it as soon as possible. Translation services, interpreters, and district reps are used as needed. Parent coordinators and other designated staff should work closely with supervisors (assistant principals, bilingual coordinators), network specialists, and district based ELL specialists to coordinate school events for ELL parents and deliver information to them in a timely manner. The parent coordinator and ESL teacher enlists the help of staff from both P.S. 8 as well as other schools (bilingual/ESL teachers, other parent coordinators), network or district staff (ELL specialists), and central staff (Office of ELLs, Office of Family Engagement and Advocacy) and/or outside translation services contracted out by the Department of Education to ensure that parents of newly enrolled ELLs are given all the necessary information.

3. Public School 8 ensures that entitlement letters are distributed to parents in an appropriate timeline after the LAB-R (and

Spanish LAB, if necessary) are given to the student by having the ESL teacher send the appropriate form letters home to the parents, along with the Program Selection Form and a time and place for the orientation included in the entitlement letters. If a student scores below proficiency on the LAB-R then the ESL teacher sends home the Entitlement Letter*, Parent Survey and Program Selection Form, and Placement Letter to be filled out upon completion of the Orientation Session. If a student scores at or above proficiency on the LAB-R, he or she receives a Non-Entitlement Letter. For students who scores below proficiency on the NYSESLAT from the previous year, their parents are given a Continued Entitlement Letter informing them of the child's continued entitlement for ELL services. Students that score at or above proficiency on the NYSESLAT receive Non Entitlement/Transition Letters.

Parents are expected to bring the Program Selection Form with them to the orientation and fill it out immediately after. (Extra copies will be made available for those who need it.) If the parents cannot attend the orientation, a phone call to each parent will be made and arrangements will be made to later view the video or hear of the program choices over the phone to help the parents fill out the Program Selection Form. The ESL teacher will work with the Parent Coordinator to reach out to those who cannot the orientation for newly enrolled to make sure the Program Selection form is filled out appropriately. If the form is not returned, the default is Transitional Bilingual Education (TBE) as per CR Part-154. However, if the numbers are such that they do not allow for a TBE class to open at P.S. 8 (i.e. less than 14 students on two continuous grade bands in the same native language) then the student whose parent did fill out the Program Selection Form will be placed in the freestanding English as a Second Language program at P.S. 8. Parents informed of this in writing and verbally at the Orientation Meeting each fall. They are also told that is best for their child's academic achievement to keep their child in the same program throughout the years rather than switch from one to another.

4. ELLs are placed in program that was selected by their parents on the Parent-Choice form. At the Orientation Meeting and through written materials parents are informed of the three program choices they have for their child: Transitional Bilingual Education (TBE), Dual Language, and Freestanding English as a Second Language (ESL) programs. Transitional Bilingual Education (TBE) programs include language arts and subject matter instruction in the students' native language and English as well as intensive instruction in English as a Second Language. As the student develops English proficiency using the strengthened knowledge and academic skills acquired in the native language, instruction in English increases and native language instruction decreases. Dual Language programs provide half of the instruction in English and half in the native language of the ELLs in the program (e.g., Spanish, Chinese, Haitian Creole). Students of the native language are taught alongside English-speaking students so that all students become bicultural and fluent in both languages. Freestanding English as a Second Language (ESL) programs provide all language arts and subject matter instruction in English through the use of specific instructional strategies. Support in the native language may be available, as needed by the students. After attending the meeting and viewing the video designed by the Department of Education's Office of English Language Learners, parents select a program for their child and indicate this by completing the Parent Survey and Selection Form. The ESL teacher and designated school staff then review these forms and place children in the appropriate program choice as selected by the parent(s) or guardian(s). If the parent fails to complete the form after repeated requests are made, the child will be placed in the Transitional Bilingual Education program by default. However, if the numbers are not such that there are not at least 14 students who speak the same native language on two contiguous grade bands, then the children of parents who selected TBE but chose to keep their child at P.S. 8, will be placed in the school's freestanding ESL program until the numbers reach such that a class in his or her native language on the student's appropriate grade span can be opened. Consolations and communication with parents regarding this selection process are given and made available in the parent's native language, as necessary. Both the ESL teacher and the school's parent coordinator maintain open contact with the parents regarding the selection process and provide materials, as needed for the parents to make informed decisions regarding their child's education. The parents are also told both in writing and orally at the orientation meeting or over the phone or an in-person meeting that studies show that students that remain in the same program over the years, do better academically than those that switch programs.

5. After reviewing the Program Selection Forms over the years, the trend has been toward the freestanding English as a Second Language program. While some parents have chosen TBE, they have also elected to remain in the school and allow their child to be placed in a freestanding English as a Second Language program until the numbers allow for the TBE program to open. All but 5 parents have chosen to place their child(ren) in a freestanding ESL program. Of the five parents, 2 selected TBE and 2 Dual Language program. There was one parent who chose to leave the selection blank, thereby defaulting to TBE, but then again to freestanding ESL. The form was for a child whose sibling is also in the program. For his sibling, the parents chose TBE at their first choice. While there are some parents who are interested in the TBE program and the Dual Language programs, the trend at P.S. 8 has been toward placement in the ESL program, mostly by choice, but at times by default. No parents have ever left the school in recent years to elect for a bilingual placement.

6. The programs (ESL) at our school are aligned with parent-requests. While some may wish for TBE or Dual Language, the numbers are not such that we can provide that. However, P.S. 8 continues to have an open-door policy and support the growing diversity at it school. If the number of students eligible for ELL services and the desire for TBE and Dual Language programs grow to the numbers

that would allow for funding of these classes, we will open them and provide instruction for our ELLs with these programs.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	0	0	0	0	0	0	0	0	0	0	0	0	0	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	17	Newcomers (ELLs receiving service 0-3 years)	14	Special Education	1
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	14	0	1	3	0	0	0	0	0	17
Total	14	0	1	3	0	0	0	0	0	17

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Spanish	0	0	0	0	0	0	0	0	0	0	
Chinese	0	0	0	0	0	0	0	0	0	0	
Russian	0	0	0	0	0	0	0	0	0	0	
Korean	0	0	0	0	0	0	0	0	0	0	
Haitian	0	0	0	0	0	0	0	0	0	0	
French	0	0	0	0	0	0	0	0	0	0	

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Native American:	White (Non-Hispanic/Latino):
	Hispanic/Latino:
	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	1	0	1	0	0	0	0	0	0	0	0	2
Chinese	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	1	1	1	0	1	0	0	0	0	0	0	0	0	4
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Other	4	1	3	1	0	0	0	0	0	0	0	0	0	9
TOTAL	5	3	6	1	2	0	17							

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1. Instruction is delivered to all ELLs at P.S. 8 through a freestanding ESL pull-out program. Students are grouped according to grade and language level. Some pull-out classes are homogeneous by grade by heterogeneous by language level. Instruction is differentiated by the ESL teacher according to their language needs.

2. As per Part CR-154, all beginners and intermediate students receive 360 minutes of ESL instruction from the ESL teacher as given through 90 minutes of instruction four times per week during the students' ELA periods. Advanced ELLs receive 180 minutes of ESL instruction by the ESL teacher and 180 minutes of ELA instruction by the classroom teacher. Staff are made aware of these mandates. The ESL teacher follows the mandates by picking up her students and delivering the required instruction throughout the day according the schedule she has set up with the classroom teachers.

3. Content area instruction is delivered through the freestanding ESL program. Math, Science, and Social Studies are all a part of the English Language instruction as delivered by the ESL teacher in the ESL program. Students read books and participate in language learning activities designed by the ESL teacher to build their knowledge of the content areas, while simultaneously building content area vocabulary and language necessary to succeed in the classroom and beyond and understand the concepts he or she is studying in class. The ESL teacher uses State standards to design curriculum and provide instruction in the content areas to her ELLs. She utilizes the CALLA approach to content area instruction and language development, instructing the students explicating in the vocabulary they need to understand the content areas and providing them language experiences in which they both hear and utilize the vocabulary. Be it a read aloud, shared writing or reading, hands-on science experience, or social studies research project, or math game, students are engaged in language rich experiences and opportunities and both learn and use new found vocabulary and language that they can bring with them back to the classroom and their lives outside of school. Instruction is given in English, but content area materials are made available, when necessary in the student's native language. These materials include books, magazines, and newspapers, as well as online information and resources, such as dictionaries and glossaries, in Spanish, Portuguese, French, Russian, German, Danish, Arabic, Chinese, and Japanese. Also, when need be, students may speak to each other and write in their native language, so long as it acting as a bridge for their English language learning, thereby utilizing the technique of bridging. The teacher also works closely with classroom teachers and content area teachers to provide them with techniques and strategies for helping ELLs to learn the content area language necessary to succeed.

4. Instruction is differentiated for all ELL sub-groups:

a. We do not have any SIFEs at our school.

b. Newcomers (ELLs in U.S. schools less than three years): All newcomers receive the appropriate amount of ESL instruction as mandated per CR-Part 154. Because No Child Left Behind (NCLB) now requires testing for all identified ELL's in the country for more than one year, these students are given extra support in preparing for the State exams. They are given AIS support with focused instruction on developing their language skills and understanding the language and strategies needed to be successful on the State exams. Additionally, an extra 50 minutes of tutoring, three times per week by either the ESL teacher or their classroom teacher is made available to them.

c. ELL's receiving service for 4-6 years receive the mandated amount of ESL instruction as well as AIS support. Classroom teachers are made aware of their language needs and assessment and together classroom, ESL, and AIS teachers work together to share information and needs of the child and work together to support the students in a continuous manner. These students are also offered additional tutoring for 50 minutes, three times per week.

d. Long-term ELLs (those who completed more than 6 years in the program) are given the opportunity for the extra 50 minutes of instruction

three times per week as well as AIS support and the properly mandated ESL instruction, in which the ESL teacher focuses on the specific language needs the long-term ELLs and works closely with the classroom teacher to build on these language needs both in the classroom and in the ESL pull-out program.

e. ELLs that have special needs are given an IEP that directs the classroom teacher, special education teacher, ESL teacher, and others that work with the student as to what the student's goals and needs are. The ESL teacher looks at the IEP and uses it to help design instruction and meet the needs of the students as well as develop their language skills. Teachers discuss the child's development, attending IEP meeting together when necessary, and work together for the benefit of the whole child.

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

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

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

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

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

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

12. Do required services support, and resources correspond to ELLs' ages and grade levels?

13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

14. What language electives are offered to ELLs?

5. There are targeted interventions for ELLs students. These interventions include an extra 50 minutes of tutoring three times per week, as well as AIS services in both Math and Literacy. Specific work is being done around vocabulary, comprehension, and reading and spelling strategies and well as building math content knowledge and ability to read and decipher math word problems. These programs are offered in English, but native language dictionaries and other supports are made available when necessary.

6. There is a plan for continuing transitional support for up to two years for ELLs that reached proficiency level. In addition to receiving the same testing accommodations for up to two years as ELL students, these students receive support from the ESL teacher through the classroom teacher. The classroom teacher is given notification that the student is a former ELL. The ESL teacher provides information to the teacher on his or her previous test scores, academic history, and a [redacted] regarding the child that would be valuable to the classroom teacher. Together they work to continue meet the needs of the [redacted] reached proficiency stays on grade level and has the language support he or she needs to continue [redacted]. At the classroom teacher's request and upon approval, the ESL teacher may see the former ELL on a weekly or daily basis, depending on what is discussed. The ESL teacher then works with the students on his or her language needs. The ESL teacher may also meet and plan with the classroom teacher and discuss strategies that will support the former ELL in his or her new classroom. When requested, the ESL teacher with also provide materials or information on specific areas and strategies for reaching ELLs in particular areas, be it vocabulary development, sight word knowledge, reading comprehension, or verbal expression and social interaction. The ESL teacher works with each classroom teacher and student on a case-by-case, differentiated basis. The plan varies as needed for each student and teacher.

7. Some new programs we will be considering for next year include after school English classes for parents of ELLs that would like to improve their English skills. Also, we may look into more English language support for ELLs after school and possibly some more computer programs to support English language skills both during and after school, including Rosetta Stone software.

8. We will not discontinue any programs for ELLs.

9. ELL students are afforded equal access to all after school programs. They can participate in the after school virtual YMCA, kids Orbitz, the robotics team, drama club and play productions, film club, dance, Chinese and French classes, among others.

10. There are many instructional materials used to support English language learners. Breakthrough to Literacy is a computer-based software literacy program with individualized instruction on the computer, which students use in their classroom. The ESL teacher also utilizes various

language and phonics software with the students. They have access on laptops to numerous websites for building language and phonics skills, such as Starfall. Students also have access to level libraries, native language books, and a school library with many types of books on various topics. The ESL teacher provides language games that students use to develop their skills.

11. Native language support is delivered in ESL through the use of native language materials whenever possible or needed. Spanish and French books are available to students in the ESL classroom library. Whenever possible the ESL teacher will bring in books that demonstrate and show various languages used by the students or promote positive self-awareness and pride in the student's home language. For example, the teacher may bring a sample of a Polish newspaper from Greenpoint to show a Polish speaking student and the other students. Also, if students have guests visiting from their home country (i.e. Denmark) the teacher may allow the student to speak to his or her friend in their native language and share with the other students what he or she said, so that students begin to hear and are made aware of different languages spoken. If at point a student needs to stay something in his or her native language, or write in that language, the teacher will allow it, but use it as a bridge to deepen their understanding of English. Many times children in the early stages of their language development may only understand an object or concept in their home language. If that is the case, the teacher allows it to be spoken and written, but with the effort made to translate it to English terms or describe it through words and visuals. In this way, the teacher can then begin to teach possible English words for the term or concept. The native language is not excluded from instruction, but brought into the ESL class as a supplemental tool or language support to aid in the student's English development and maintain a connection to the student's sense of identity. Currently, we do not have any TBE or Dual Language programs.

12. Required services support and correspond to ELL's age and grade levels. Children are grouped according to their grade level and language abilities and work with students on building similar skills and progress through various language stages.

13. Before the beginning of the school year, our school supports newly enrolled ELLs by allowing them and their parents to take a tour of the school, sit with and meet some of their potential teachers, including the ESL teacher, and provide resources for aiding in the child's language development, including a form to obtain a library card and other local resources the child or parent may need. Parents also have the opportunity to sit and speak with the school's Parent Coordinator to determine if there needs are being meet by the school and find out anything they may need and how to access it.

14. ELLs, like all other students in our school, take Spanish in their class as a cluster class during the school day. There are also French and Chinese programs offered after school, for an additional cost, to all ELL and non-ELLs in the school.

C. Schools with Dual Language Programs

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

Does not apply.

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. There is a professional development plan for all ELL staff in the school. This includes the ESL teacher, Tracey Posluszny. Ms. Posluszny will attend workshops provided by the Department of Education's Office of English Language Learners, including compliance meetings as well as instructional professional development (PD's). Some of these PD's may be geared towards supporting ELL's on the ELA, Math, Science, and Social Studies exams, developing and understanding Math vocabulary and content area instruction including science and social studies. Other PD's may include building comprehension in the native language as well as through English. Ms. Posluszny also attends PD sessions that classroom teachers attend to gain a better understanding of the literacy curriculum and ways to support ELL's in it. She also attends math, social studies, and science professional development sessions held at the school and outside arenas, like Teacher's College, Long Island University, or the Brooklyn BETAC. She will also look for classes or other workshops to support her work with the school's English Language

Learners.

2. We provide support for ELL's as they transition from elementary to middle school. This includes seminars by the school guidance counselor regarding possible middle school placements and things to understand about middle school. The school's parent coordinator meets with parents. Students have the opportunity to talk with teachers or sometimes her from staff at some of the local middle schools.
3. As per Jose P., all staff at P.S. 8 will receive the minimum 7.5 hours of ESL training. This training is presented by the school's ESL teacher during some monthly staff conferences as well as P.D.'s at the school. The P.D. includes, but is not limited to, topics such as, "Identifying ELLs, Understand the NYSESLAT, Communicating with ELL parents, Bridging and other ELL scaffolds, Developing Vocabulary for ELLs, Utilizing Native Language Support, and Ways to Support ELLs in your classroom." All teachers who participate in the full amount of this training will receive certificates signed by the ESL teacher, ELL Compliance person, and school's principal.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Parents are very involved at our school. All are welcome to volunteer in classrooms through the Learning Leaders program. All parents, including ELL parents, are welcome to get involved as a class parent or volunteer in the library or with other programs. Some parents even come in and teach courses around their various skills or interests, such as music, theater, and so forth. Parents are also encouraged to come and share facts and stories about the child's native country. Each month, the parent coordinator hosts a Diversity night where parents from various cultures and backgrounds share their cultures with others, and if asked, may also do so during the school day for the students. Parents volunteer to help out at the school play, after school robotics program, or film club. Just about any activity has a parent volunteer or some kind. All are open to ELL parents, as well. Parents also are encouraged to attend monthly PTA meetings, volunteer at the Book Fair or other fundraising events, such as the Auction or a raffle.

2. The school partners with other organizations and Community Based Organizations to provide services for ELL parents. The YMCA offers free English classes for adults. The ESL teacher will bring flyers and distribute to parents and also give copies to the Parent Coordinator to have available for any parent that wish to attend. The school also hosts literacy education night for parents hosted by a literacy specialist, Stephanie Parsons. Various teachers in the building also hold workshops in the evenings for parents on ways to support their children in the classroom and on State Exams. There is also a yearly new Parents Orientation in which parents can ask questions of the ESL teacher and Parent Coordinator. All parents are invited and encouraged to attend PTA meetings.

3. We evaluate the needs of parents through informal conversations, both by the ESL teacher and the school Parent Coordinator and Principal and Assistant Principal. Parents are also encouraged to speak up and ask questions. There is Parent Board on the first floor hallway that gives parents information. All parents receive a Language Preference form to fill out at the beginning of the year, stating their preference for communication both orally and written.

4. Our parental involvement activities evaluate the needs of parents because it gives them a way to interact with members of the school community. They are invited to attend yearly school-wide potlucks and monthly classroom celebrations

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	1	0	0	0	0	0	0	0	0	0	0	0	3
Intermediate(I)	0	2	1	0	0	0	0	0	0	0	0	0	0	3
Advanced (A)	3	0	5	1	2	0	0	0	0	0	0	0	0	11

Total	5	3	6	1	2	0	0	0	0	0	0	0	0	17
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NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	0	0	0	0	0	0	0	0	0	0	0	0	0
	I	0	0	0	0	0	0	0	0	0	0	0	0	0
	A	0	1	4	0	0	0	0	0	0	0	0	0	0
	P	1	2	2	1	2	0	0	0	0	0	0	0	0
READING/ WRITING	B	1	1	0	0	0	0	0	0	0	0	0	0	0
	I	0	2	1	0	0	0	0	0	0	0	0	0	0
	A	0	0	3	1	2	0	0	0	0	0	0	0	0
	P	0	0	2	0	0	0	0	0	0	0	0	0	0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	0	0	2	0	0	0	2
4	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

New York State Regents Exam					
	Number of ELLs Taking Test		Number of ELLs Passing Test		
	English	Native Language	English	Native Language	
Comprehensive English	0	0	0	0	
Math	0	0	0	0	
Math	0	0	0	0	
Biology	0	0	0	0	
Chemistry	0	0	0	0	
Earth Science	0	0	0	0	
Living Environment	0	0	0	0	
Physics	0	0	0	0	
Global History and Geography	0	0	0	0	
US History and Government	0	0	0	0	
Foreign Language	0	0	0	0	
Other	0	0	0	0	
Other	0	0	0	0	
NYSAA ELA	0	0	0	0	
NYSAA Mathematics	0	0	0	0	
NYSAA Social Studies	0	0	0	0	
NYSAA Science	0	0	0	0	

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

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

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

1. In order to assess the early needs of ELL students, our school uses the Teacher's College literacy and phonics assessments (TCWRP) and running records in conjunction with the Fountas and Pinnell book leveling systems. Teachers also use Words Their Way to evaluate the student's spelling stage and determine the phonics work that needs to be done with each child. This data helps the ESL teacher to better understand where the ELL students fall in terms of the other monolingual classmates and examine the student's phonics and literacy and language needs. Information is shared between the classroom and the ESL teacher on an on-going basis. The information can help us to better understand the strengths and weaknesses of our ELL students to step up educational plans for them.

2. Data patterns indicate that ELL students, for the most part, are more successful with Speaking and Listening skills and that most ELLs seem to meet proficiency levels after first grade, or at least move into the intermediate and advanced stages of language development.

3. Patterns across NYSESLAT modalities—Listening, Speaking, Reading, and Writing—will better inform instruction for the ESL teacher and classroom teachers because it will help the ESL and classroom teachers to better understand the areas in which the students need to focus on. For example, those students who obtained proficiency in Listening and Speaking, but not Reading and Writing will continue to use their listening and speaking skills, but as a tool and means for improving reading and writing skills. Moreover, the ESL teacher and classroom teacher will collaboratively use all available assessments to inform and better plan instruction to meet the needs of the ELL students, in whatever skill area that may be, and compare data to ensure progress in all modalities. The ELL students language needs will be re-assessed at the end of each year until the ELL student reaches a level of proficiency in all four modalities: Listening, Speaking, Reading, and Writing.

4. For our freestanding ESL program:

a. ELL students are proving to be fairly successful in most of the State tests. Former ELLs are passing the ELA and Math examines. Some current ELLs are doing better in the ELA, but still need help in social studies and science. In this particular year, ELLs passed the math exam in English with 3's. One student received a two. No ELLs took the exams in their native language. All tests were done in English. They will continue to take these State tests in English, rather than their native language, unless the student or their parents request otherwise.

As for the ELA test last year, three ELLs took the 3rd grade ELA test, one of who passed the NYSESLAT. All three students received 2's.

In terms of Content Area testing, such as Science and Social Studies, it would behoove the ESL teacher and content area teachers, as well as, the classroom teacher to re-examine the ways in which content area material is presented to ELL students. The problem for ELLs may not just be vocabulary, so much as it is having the prior knowledge and background information for some of the content area academics, especially for the social studies and science exam., particularly U.S. History if neither the child(ren) nor their parents are from the U.S. It would also be a good idea for ESL and classroom teachers to discuss the issue of content area testing and brainstorm ways to make it more accessible to ELLs as well as look at ways to support them in their knowledge, including, but not limited to vocabulary development and building content area knowledge. Teachers throughout the school should be made aware of this issue, so that social studies and science are areas that are not left behind, but made a priority as early as kindergarten and that reading and writing about these areas are made as readily a part of classroom instruction as "small moments" and "all about books" are. Some of the non-fiction writing the ELL students do, could also be focused specifically on the content area knowledge these ELLs need, particularly with social studies and some science. It would be important for ELL students to have the experience writing about topics that are not only familiar to them, as well, so they are ready for some of content area testing. A PD seminar on the social studies and science examines for all teachers, not just ones that teach that grade, would be helpful, so that teachers can work together to raise address the knowledge needed and raise scores for the students, and not just let it fall on the shoulders of those who teach in the testing grades. Also, the PD could focus on looking more closely at the data to see what specific areas students are weak in with regards to these subject areas. Is it simply reading material that is unfamiliar to them, is it understanding the vocabulary, or the concepts that cause confusion? Teachers can meet together to discuss this and look at what the strengths of the students are and ways to build on the strengths to reinforce and then strengthen other areas. Also, in terms of social studies, there needs to be a cross-cultural examination of

the facts, events, and history among the students, in order to tie it into areas that may be familiar to the students, such as their own culture or nation's history. Teachers should be familiar with the ELL's culture and background, and look for ways to use their background as reference point or teaching tool to better example the material that is new to the child. Perhaps presentations from various countries in a historical context could take place in some of the earlier grades.

There is no data to indicate how students do when they take tests in their native language because the data we have shows only students that take the test in English.

b. School leaders and teachers use data from ELL Periodic Assessments to assess and see the areas in which ELL students need to work on. From here, teachers (ELL and classroom) are given information on areas that need to be supported and areas in which the student is successful and should continue to be build upon.

c. The school is learning that ELL students are improving in their speaking and listening abilities at a quicker rate than reading and writing skills, though for some, the reverse is true. The majority, however, see a faster rate of improvement in listening/speaking than reading and writing. Therefore, we will continue to support and look for ways to develop their reading and writing skills, as well as remain committed to improvement and development of listening and speaking skills, perhaps seeking ways to incorporate the children's strengths in listening and speaking to help support the reading and writing. This can be, and is done, through oral book reviews and presentations, in which the students are asked to read a book, take notes, and report back to the class, and respond to any comments or questions, thereby using all four language modalities at the same time: reading the book, writing about it, presenting it orally (speaking), and then listening to the other students' questions and responding to them. The students who are listening to the book review may sometimes write down their questions, other times simply ask them (speaking). There are also culminating essay questions or write-ups the students must do. Sometimes even critiques of each other's presentations once they are done enough times. This allows students to have a multi-faceted use of language in a contextualized, authentic experience.

6. We evaluate the success of our programs for ELLs using information from the NYSESLAT, as well informal and formal assessments given by the ESL teacher throughout the year. All students do an on-demand writing sample in the beginning of the year and write weekly to the ESL teacher in a dialogue journal. The teacher monitors the writing development of the ELLs through the weekly use of the journal and in class writing assignments and presentations. She also works collaboratively with the classroom teacher and assesses and discusses the written work done in the classroom, as well as the child's reading ability and habits, listening and speaking skills, and general mannerisms and presentation in class in terms of language development and usage. Teachers look back to see where the child was at the beginning of the year, and trace the child's development throughout the year to the end. The NYSESLAT gives us a way of tracking progress in all four stages of language development. We also incorporate feedback from classroom and content area teachers, as well as the student report cards. Students also complete their own self-assessments throughout the year and meet with and discuss their strengths and weaknesses with the ESL teacher. The students themselves are given feedback on a regular basis so that can improve and understand their language development. Success is determined by a holistic view of the child and his or her language development, progress, and usage.

Additional Information

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

Data shows that 8 out of 15 students who took the NYSESLAT in Spring 2010 made progress. Some of this progress included leaps from Beginner to Advanced, others small steps of Intermediate to Advanced, or Beginner to Intermediate. For many, progress was made in both reading and writing as well as listening and speaking. However, for many of the current Advanced students not enough gains were shown with the reading and writing to qualify them as proficient, despite their advancement.

Of the students who did not make progress overall on the test, three, however, make progress in the sub-tests. One student met Proficiency in the reading and writing, but not the listening and speaking, which he scored Advanced. The other two made progress in the listening and speaking but scored Intermediate and Advanced, respectively, on the reading and writing sub-tests.

The other four students were kindergarteners, so there is not an accurate measure of improvement from Lab-R to NYSESLAT because they are two different tests. The results, which show two students moving down from Advanced on the Lab-R to Beginner on the NYSESLAT and another from Advanced on the Lab-R to Intermediate on the NYSESLAT does not accurately depict the gains in their language and literacy development that these children made based, both on the ESL and classroom teacher's formal and informal assessments. The same is the case for another current first grade student who scored Intermediate on the Lab-R in K and then Intermediate on Spring 2010 NYSESLAT in K. This child made significant gains in the English language as seen by his classroom, ESL, and cluster teachers. Yet, the tests show none of this. They simply state that he went from Intermediate to Intermediate, which is not the case, at all.

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/29/10
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		