



P.S. 8 SHIRLEE SOLOMON

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 8 SHIRLEE SOLOMON
ADDRESS: 112 LINDENWOOD ROAD
TELEPHONE: 718-356-2800
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 353100010008 **SCHOOL NAME:** P.S. 8 Shirlee Solomon

SCHOOL ADDRESS: 112 LINDENWOOD ROAD, STATEN ISLAND, NY, 10308

SCHOOL TELEPHONE: 718-356-2800 **FAX:** 718-356-2065

SCHOOL CONTACT PERSON: LISA ESPOSITO **EMAIL ADDRESS** LEsposi2@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Chrissy Nickel

PRINCIPAL: LISA ESPOSITO

UFT CHAPTER LEADER: Susan Adams

PARENTS' ASSOCIATION PRESIDENT: Lillian Cipoletti

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 31 **CHILDREN FIRST NETWORK (CFN):** Integrated Curriculum and Instruction Learning Support Organization

NETWORK LEADER: GREGORY JAENICKE/Jose V. De La Cruz

SUPERINTENDENT: Ermina Claudio

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
Lisa Esposito	Principal	
Virginia Guido	Admin/CSA	
Susan Adams	UFT Chapter Leader	
Nancy Picciolo	UFT Member	
Anna Delsorbo	UFT Member	
Lillian Cipoletti	PA/PTA President or Designated Co-President	
Chrissy Nickel	Parent	
Joan Williams	Parent	
Daniela Schroeder	Parent	
Stacy Brower	Parent	

* 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.

CHILDREN FIRST – HIGH EXPECTATIONS – NO EXCUSES

School Vision and Mission

Our school is committed to provide effective instruction that challenges and enables students to achieve high standards in a safe nurturing environment. Our P.S. 8 family and school spirit believe that high expectations inspires high performance. We respect our school's one hundred and seven year history of family values and traditions, but we embrace change and creativity; which are essential in making and fostering opportunities for growth for all students and staff. We envision our school as a safe, nurturing, and positive environment where all members of the educational process are actively engaged in learning.

It is the mission of our school to assist each and every child in recognizing his/her full potential and become a responsible and productive citizen and life-long learner. Through continued assessment and reflection of our students' performance in a standards data-driven system, our school and community are engaged in creating a learning environment for improved student achievement. We strive for an instructional program that is seamless, coordinated and comprehensive to ensure all our pupils are critical thinkers in challenging and complex society.

Narrative Description

Public School 8 is located in the heart of the Great Kills section of Staten Island, New York. This Pre-Kindergarten through fifth grade serves a population of approximately 416 students from culturally diverse backgrounds. The exuberant community is home to many generations of families that have attended PS 8. Its 113 years of history is reminiscent of the warmth and charm it possesses. The school environment is child-friendly with many displays of authentic student work that reflect City and State standards. The school is extremely well maintained with immaculate conditions that are recognized by all visitors.

According to the latest available data (from the current New York State Accountability and Overview Report), our school ethnicity is comprised of 82.0% White; 1.7% Black, 13.0 Hispanic; 3.1% Asian or Pacific Islander. Approximately 21% of the pupils have Individualized Education Plans (IEP's) and receive the full continuum of services including Special Education Teacher Support Services (SETSS), instruction in self contained classes and related services such as speech and language, counseling, adaptive physical education, vision, occupational therapy, physical therapy and hearing services. An additional 2.1% are English language learners (ELLs), most speak Spanish. The majority of pupils are from middle-income families and 24% are eligible for free lunch.

The school currently has 3 kindergarten classes, 3 first grade classes, 3 second grade classes, 4 third grade classes, 2 fourth grade classes (which are departmentalized), 2 fifth grade classes (which are also departmentalized) in general education, and five self-contained

special education classes (maintained according to student ability, with 3 programs from the 3rd, 4th and 5th grade). The average class size in kindergarten and first grade is 20 students and second and third grade class size (following the Early Grade Class Size Reduction Program) is 15 students, average class size for grades 4 and 5 are 27-30 pupils per class. Students have been heterogeneously grouped within each grade. Current strategies for implementing the new continuum (within P.S. 8) are professional development of staff members, parent workshop by school's Parent Coordinator, Coach, Grade Meetings, Faculty Conferences, Student Assessment Teams, Pupil Personnel/Intervention Team, support of the School Leadership Team, "Professional Library", IEP review conferences with the parent, teacher the school's SAT, and daily Instructional Team cabinet meetings, Special Education Support Group and Mainstreaming committee (inclusion of special needs pupils within the general education setting) Inquiry Team and CEP committee. Additional services are provided by the LSO-Integrated Curriculum Instruction.

The current instructional program includes a mandated and volunteer student extended day, AIS daily scheduled period for K thru 5, balanced literacy and math, UFT Resource Center, SETSS, inclusion across the grades, At-Risk Services, additional AIS providers, ESL instructor, foreign language tutors, after-school enrichment academy in literacy, math and the arts, departmental program for grades 5 and 4, parent reading volunteers and daily common planning periods across the grades.

□

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 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:	P.S. 8 Shirlee Solomon								
District:	31	DBN #:	31R008	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<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 checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	18	33	34		93.9	94.6	TBD		
Kindergarten	68	71	53						
Grade 1	88	71	61	Student Stability - % of Enrollment:					
Grade 2	55	93	77	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	51	49	88		94.2	95.50	TBD		
Grade 4	82	54	49						
Grade 5	78	83	50	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	0	0		24.3	24.8	32.1		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		2	1	TBD		
Grade 12	0	0	0						
Ungraded	1	0	4	Recent Immigrants - Total Number:					
Total	441	454	416	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					5	1	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	51	39	47	Principal Suspensions	9	0	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	2	6	TBD		
Number all others	33	34	40						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0		
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	24	18	7	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	2	1	9	Number of Teachers	33	35	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	13	14	TBD
				Number of Educational Paraprofessionals	11	9	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	93.9	97.1	TBD
				% more than 2 years teaching in this school	75.8	68.6	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	72.7	74.3	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	97	97	TBD
American Indian or Alaska Native	0.4	0.4	0.2	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	90	89.8	TBD
Black or African American	1.4	0.9	1.7				
Hispanic or Latino	13.4	13.7	13				
Asian or Native Hawaiian/Other Pacific Isl.	3	3.3	3.1				
White	81.9	81.7	82				
Multi-racial							
Male	51.7	51.5	47.8				
Female	48.3	48.5	52.2				
2009-10 TITLE I STATUS							
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input checked="" 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 checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation 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							
Students with Disabilities	√	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√	-				
Student groups making AYP in each subject	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	84.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11.5	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	18.5	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	50.1	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	4.5	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = 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

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 schools 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?

The findings of the 2008-2009 Progress Report result in the identification of several priorities for improving student performance:

The student performance data at PS 8 determines a need to improve skills in English Language Arts with a strong concentration in writing and reading comprehension. The literary response elements include identification and evaluation of the setting, drawing conclusions, distinguishing fact and fiction, making inferences about the events and characters with an emphasis on life experiences to understand and compare literature. The writing response elements including using details from the story to predict, explain, or show the relationship between information, and events, expressing opinions and making judgments that demonstrate a personal point of view, observing the rules of punctuation, capitalization, and spelling, using the correct grammatical construction.

These trends in English Language Arts are evident by the results of the New York State ELA (09) Exam, and the ELA Predictive Assessments from winter '10. The results are analyzed by the teaching staff, the administration, the instructional team and inquiry team. These results are used to develop professional development, inform parents on student progress, improve instruction, develop and differentiated instruction, create inquiry subgroups on each grade level, and facilitate improved writing skill strategies across the grades.

According to our school's 2008-2009 Progress Report, last year's performance rate for all tested students in grades 3 to 5 in ELA at P.S. 8 was 90.8%. This rate falls 7.1% below the projected results based on our demographics.(Compared to our school's peer horizon group average of 97.9%). The chart below shows how well P.S. 8 students met ELA content proficiencies of level 3 and 4, compared with Peer Horizon and City Horizon Groups.

Student Performance in 2009 New York State English Language Arts

% of students on level 3and4	P.S. 8	Highest in Peer Horizon	Compared to Peer Horizon	Compared to City Horizon	Highest in City Horizon
	90.8%	97.0%	73.9%	94.8%	94.4%
Median Proficiency (1.00-4.50)	3.45	3.66	46.2%	85.9%	3.59

It is evident that all grades starting at grade K to grade 5 implement the America's Choice, Lucy Caulkins Writing Program and Writing on Demand. Through the use of the Writing on Demand Assessment Rubric, every student is working to achieve a level of progress on the rubric to master the

English Language Arts performance skills in listening, reading comprehension, written responses to literacy and phonetic awareness.

The greatest accomplishments over the last couple of years for P.S. 8 implementation of programs offered for improving instruction and student performance (for both general education and special education) in Math and ELA:

- *After-School Enrichment Academy for Math and Literacy and the Arts.*
- *A. I. S. (Academic Intervention Service) period implemented into the school's daily schedule.*
- *Parent Reading Volunteers*
- *Daily Common planning periods for all grades*
- *Full-time Coach*
- *Intensive Professional Development with faculty and staff through:*
 - *Faculty conferences*
 - *Monthly Grade meetings*
 - *Classroom Visitations*
 - *UFT*
 - *Lunch/learn*
 - *Focus groups*
- *America's Choice Writing Program*
- *Lucy Caulkins' Writing Program*
- *Writing Fundamentals Program*
- *Reading Streets Balanced Literacy Program (for grades 4 and 5)*
- *Math Enrichment Computer programs for High Level Learners*
- *In-House UFT Teacher Resource Center*
- *Scantron: Educational-Performance Assessment Profile*
- *High School Foreign Language Tutors*
- *School wide Recycling Program connected to Science, English Language Arts, and Math.*
- *Study groups in differentiation of instruction.*
- *Early Childhood Reading Grant (Staten Island Foundation)*
- *Expansion of the Extended Day Program for high achieving students.*
- *Updating curriculum mapping across the grades for seamless instructional program.*
- *Improving instruction for special education students by increasing opportunities for inclusion into the general education program.*
- *Providing intensive professional development training for special education teachers in specialized strategies (i.e. Differentiated Instruction ;Orton- Gillingham,; Souday- Wilson).*
- *Classroom management techniques (Applied Behavioral Management, and Behavioral Intervention Planning) to meet the needs of our special population.*
- *Continuous implementation of NYC Passport's Voyager Program (K-3) for At-Risk pupils.*
- *Utilizing part-time AIS teachers, an IEP teacher, and a SETSS specialist for support within the classroom setting.*
- *Meetings on a weekly basis or as needed (SAT 201 Report Analysis); (Pupil Personnel/Intervention Team) to ensure pupils are participating in the Least Restrictive Environment (LRE).*
- *Instructional Team Meetings.*
- *Weekly Inquiry Teacher Team Meetings*
- *Inquiry Team goal setting charts.*

The most significant barriers and aids to the school's continuous improvement are:

Students who are learning disabled face serious challenges, including meeting the standards, writing organization, and critical thinking skills. One third of our Special Education population cannot function above a level one in English Language Arts (ELA). There is close to a 25 % achievement gap between Special Needs students and General Education students performing on or above grade level in ELA (In grades 3 to 5). The target population for this proposal would be the students with Individualized Education Plans (IEPs) in grades 1 through 5.

The following information describing economic status of these students is for background purposes only. In an overview of our school's 2009 New York State ELA, test results; 32% of our economically disadvantaged third grade students were performing below grade level (Below level 3). Of that 32%, 5% were performing at level one. These students are also the group with special needs. The 2009 NYS ELA results for students in grade four indicated that 27% of those students who are both special needs and economically disadvantaged performed at level two as compared to 7% of the general education population.

Other significant barriers to our school's continuation to improve are:

- *Continue to keep reduced class size*
- *Budgetary Issues – recent cutback on tax levy funding for the instructional program.*
- *One size fits all special education classes.*
- *Understanding data assessments in planning classroom instruction and charting pupil results.*
- *Improvement of special education pupils "gain" on measurable assessments and state tests.*
- *Moving all state standards achievers to higher performance levels.*
- *Continuance of using common planning periods effectively for all grade leaders, and to involve all teachers in sharing their ideas and best practice regularly.*
- *Allowing time for teachers to attend outside professional development and inter-visitations within the building.*
- *Provide more opportunities for teachers to explore technology resources available to them.*
- *Encourage all teachers to continue utilizing the in-house UFT center as a resource for information, ideas, and ancillary materials.*
- *Continue to develop focus groups for the implementation of (CFI) data assessment in classroom instructional practices.*
- *Curriculum Maps – need to be sub-skills driven rather than topic friendly.*

Perhaps one of the greatest challenges in this current area is the gap between our goal of achieving higher standards of performance for all level 3 and 4 students and the realization that not all students will function two years above the state standards. Our faculty and staff struggle daily with these issues:

- *How can we encourage their efforts without conveying a false sense of accomplishment?*
- *How can we preserve students' self-esteem without lowering our standards?*
- *How can we challenge our high achieving students who need to master a mid level four or high four?*
- *How can we close the achievement gap between our special needs students and general education students in English Language Arts?*

It is also evident that there is a need to hire more educators to continue our unique and successful Academic Intervention Services period, and create smaller learning groups through the reduction of class size. The Principal is constantly looking into additional funding for this purpose.

Thus PS 8's Comprehensive Education Plan for 2010-2011 will reflect a concerted effort and specific plans to increase the academic achievement of all student in English Language Arts, with an emphasis on focused interventions for the Special Education and At-Risk pupils .



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.

Annual Goal	Short Description
<input type="checkbox"/> By June, 2011, the average percentage level on the Acuity Periodic Assessments for students’ (from grades 3-5) will increase by 1.0%. <input type="checkbox"/>	<input type="checkbox"/> Through the evaluation of our School's 2009 Progress Report, it has been determined that P.S.8’s median student proficiency on the NYS English Language Arts Test is 3.45. P.S. 8 ranks 46.2 relative to the Peer Horizon and 85.9 relative to the City Horizon. It is apparent from this data that our faculty will continue to use data collaboratively to set measurable and differentiated instructional objectives for student subgroups through the Periodic Assessments in order to prepare our students for the NY State ELA test. <input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/> <i>By June, 2011, student attendance will improve by 0.4%, to reach 95%, through the implementation of the established school attendance procedures and consistent parental notification.</i>	<input type="checkbox"/> Based on the data from the School Environment section of our school’s 2008-2009 Progress Report, 58.5% of our peer horizon schools achieved student attendance percentage levels up to 97.9%. Whereas P.S. 8 had achieved a percentage of 94.6% of our student enrollment attending school everyday for the 2008-2009 school year. Strategies to increase parental responsibility continue to be necessary to achieve our goal. <input type="checkbox"/>
<input type="checkbox"/> By June, 2011, all students performing at	<input type="checkbox"/> Through evaluation of data from Teachers College Reading and Writing Program (TCRWP), EPAL, New

<p>ELA proficiency levels 3 and 4 in writing will increase performance by one level as measured by rubrics of the TCRWP and writing on demand program</p> <input type="checkbox"/>	<p>York State ELA Test scores, Periodic Assessments (Acuity), monthly writing samples, daily journal writing, and class process boards, it is evident that students K-5 need a daily writing program rubric to increase student progress on standardized tests.</p> <input type="checkbox"/>
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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) : _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>By June, 2011, the average percentage level on the Acuity Periodic Assessments for students’ (from grades 3-5) will increase by 1.0%.</p> <p><input type="checkbox"/></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><input type="checkbox"/></p> <p>Teacher teams, and the Instructional Team of P.S. 8 will participate in meaningful professional development to increase their ability to identify the needs of students</p> <ul style="list-style-type: none"> ➤ Utilize and evaluate data to differentiate instruction and revise lesson plans during common planning periods based on the most current data results on a monthly basis. ➤ Vertical alignment of sub-skills in curriculum maps. ➤ Upgrade of technology in the classroom with support provided by the Teacher Teams staff to open communication between student achievement levels and data driven instruction through technology. ➤ Parent workshops in data interpretation, test prep strategies, interim assessments, and related on line services during 2010/2011. ➤ After-School Enrichment Academy programs Fall 10/Spring 11. ➤ Voluntary pupil admission into the extended day program. <p>School Coach (pending adequate funds) <input type="checkbox"/></p>

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p><i>Tax Levy Funding,, Grant Committee, Councilman, Inquiry Team, CFN604, Administrator, Cluster Teachers, Grade Leaders, Outside consultants, SETSS Teacher, AIS Instructor , UFT Resource Center and Coach (pending adequate funds)</i></p> <p><input type="checkbox"/></p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • <i>An increase in the median proficiency for the 3rd, 4th and 5th Grade students tested on Acuity Periodic Assessments (ITA and Predictive)</i> • <i>Interim Assessments and Diagnostic Tools such as:</i> <ul style="list-style-type: none"> ✓ <i>Scantron (Performance Assessment)</i> ✓ <i>Acuity ELA and Math scores (Predictive and Instructionally Targeted Assessments)</i> ✓ <i>Report Cards</i> ✓ <i>Annual Progress Reports</i> ✓ <i>Annual School Report Card</i> <input type="checkbox"/>

Subject Area
 (where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>.</p> <p><input type="checkbox"/></p> <p><i>By June, 2011, student attendance will improve by 0.4%, to reach 95%, through the implementation of the established school attendance procedures and consistent parental notification.</i></p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p><i>The Administration, parent coordinator, School Leadership Team, and PTA will implement strategies to Increase parental responsibility for student attendance through:</i></p> <ul style="list-style-type: none"> <i>PTA Newsletters</i> <i>Ongoing Parent Coordinator Contact</i> <i>Standard policies on attendance as listed in school handbook</i> <i>Motivational assemblies for students with perfect attendance/class Incentives (i.e. Pizza Parties Movie Day, etc.)</i> <i>District Attendance Coordinator (home visits)</i> <i>Weekly letters to parents of student with chronic absenteeism</i> <p><input type="checkbox"/></p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p><i>Tax Levy Funding *****</i></p> <p><i>LSO Network, Administrators, Classroom Teachers, Attendance Aide, Parent Coordinator, Grade Leaders, Outside consultants, District 31 Attendance Officer, Instructional Team, Inquiry Team, Pupil Progress Team.</i></p> <p><input type="checkbox"/></p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <i>✓ Attendance letters sent home regularly by Principal</i> <i>✓ Student report cards</i> <i>✓ ATS Tracking Attendance History</i> <i>✓ Number of students eligible for perfect attendance awards</i> <i>✓ Daily attendance tracking by parent coordinator, and attendance aide.</i> <i>✓ Annual School Report Card</i> <i>✓ Annual Progress Report</i> <i>✓ Updated School Attendance Plan</i> <i>✓ Class incentives for good attendance</i>

	<input type="checkbox"/>
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Subject Area
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>By June, 2011, all students performing at ELA proficiency levels 3 and 4 in writing will increase performance by one level as measured by rubrics of the TCRWP and writing on demand program</p> <p style="text-align: center;"><input type="checkbox"/></p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p style="text-align: center;"><input type="checkbox"/></p> <p><i>Grade Leaders, Teacher Teams and Instructional Team of P.S. 8 will participate in meaningful professional development to provide professional development to:</i></p> <ul style="list-style-type: none"> • <i>Support all teachers from grades K-5 in using the America’s Choice, Lucy Caulkins, Writing Fundamentals (Best Practices) and Writing on Demand writing process skills in assessing the students’ abilities to meet the rubrics of the designated genres.</i> • <i>Implement Scantron, Acuity (Predictive and ITA) assessments , Writing on Demand, and student portfolios as a source of data analysis for assessment of standards met and not met.</i> • <i>Conduct monthly grade meetings, weekly teacher team meetings, to analyze class progress, and determine student needs by looking at student work and writing on demand assessments</i> • <i>Teachers will continue to consistently evaluate and revise standards based, writing rubrics. Encourage teachers to utilize the K-8 writing continuum to monitor students’ progress in writing</i> <p style="text-align: center;"><input type="checkbox"/></p>

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> <i>Tax Levy Funding LSO Network, Administrators, Cluster Teachers, Inquiry Team, Grade Leaders, Outside consultants as support for coaches and staff provided by ICI and LSO working in partnership with Teachers' College and content area specialists, UFT Resource Center and Coach (pending adequate funds)</i></p> <p><input type="checkbox"/></p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> <i>Monthly Student writing samples</i></p> <ul style="list-style-type: none"> • <i>Student portfolios</i> • <i>Student report cards</i> • <i>Teacher generated exams</i> • <i>Formative and Summative Test Results in ELA</i> <p><i>TCRWP writing on Demand Rubrics</i> <input type="checkbox"/></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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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	14	12	N/A	N/A	2		5	
1	7	12	N/A	N/A	1		1	
2	18	12	N/A	N/A	2		1	
3	23	12	N/A	N/A	3		5	
4	7	12	11	5	1		2	
5	4	1	3	1	2		5	
6								
7								
8								
9								
10								
11								
12								

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. 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:	<input type="checkbox"/> All programs are incorporated into the school day. Small group instruction to help struggling readers get explicit instruction needed to develop reading skills. Small group instruction to teach organizational writing skills Small group word study program using phonics, vocabulary and spelling instruction. Small group instruction of comprehension skills such as cause and effect, drawing conclusions, etc. Small group instruction to teach the students how to independently use reading strategies, such as questioning, synthesizing, etc. . <input type="checkbox"/>
Mathematics:	<input type="checkbox"/> All programs are incorporated into the school day. Small group instruction to provide students with guided practice in specific content areas. Tutorial program that allows students to work on skills at their own level. Small group instruction to provide differentiated practice of math skills. Small group or one to one instruction to provide alternative activities to re-teacher a concept/skill. One to one instruction to allow students to work a concrete level to develop understanding of concept . <input type="checkbox"/>
Science:	<input type="checkbox"/> <ul style="list-style-type: none"> • Small group instruction to provide guided practice in the content area of science • Test prep using prior state tests: NY State and Test Ready Science Instruction. • Additional push-in periods for academic intervention. • Differentiated instruction strategies, hands on activities, visuals, manipulatives. Collaborative efforts between the classroom teachers and the science teachers.
Social Studies:	<input type="checkbox"/> Small group instruction Test prep using prior state tests: NY State and Test Ready Social Studies Instruction.

	Differentiated instruction is given and collaborative classroom teachers. <input type="checkbox"/>
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> At risk counseling to address bereavement issues, bullying, peer mediation, conflict resolution, and academic concerns.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> As needed for crisis intervention and coordination with parents.
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> Crisis Intervention: At risk counseling once to three times a week to address how emotional effect academic performance and help prevent evaluation/referral for these issues. Services are provided during the regular school hours.
At-risk Health-related Services:	<input type="checkbox"/> As needed for health emergencies, chronic conditions, injuries and IEP mandated health services.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative 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)

K-5

Number of Students to be Served:

LEP 18

Non-LEP 0

Number of Teachers 1

Other Staff (Specify) N/A

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.

Students will receive the required 180 or 360 minutes per week of ESL services. This ESL service will be provided by the ESL teacher. The program will last the entire school year and as needed until the student becomes proficient in English depending on when the student passes the NYSESLAT. The student will be working with programs such as, RIGBY: "On are Way to Learning English", "Great Leaps", "Voyager passport", "America's choice", "Reading Rods: English Language Learners: Listen, Chant, Sing: Big book", "NYSESLAT review books", the "Sunday system", as well as teacher made resources.

In addition to the ESL programs the LEP student will have additional ESL aids. The student will be instructed with many visuals and manipulatives. The student will be learning English vocabulary, reading, writing, speaking, and listening with the help of programs, visuals, and manipulatives. For example: student will be working with alphabet letter stamps (that have pictures) The student will be using picture cards sets that correlate the ESL standards and NYSESLAT review book material. The picture cards cover many areas that include: Activities, places in are neighborhood, transportation, how things grow, jobs, sports, our home, parts of the body, weather, animal homes and animals. One example of a manipulative the student will be working with is Mr. Potato head to learn the parts of the body. The student has to find the body part and put it on the Mr. Potato head. The student will also be listening to CD's in English with children's songs they can sing along to. By listening and singing to the songs they student will have a chance to hear the correct way English is to be spoken, has a chance to speak English, and learn content about a topic (for example: Song: Old McDonald, to teach animals). The student will also be reviewing site words. The site words are put on index cards, the student has to sound out the word and say it and then put it in a sentence. In addition to working with programs, visuals, manipulates to aid the LEP ELL student they will also be assisted in their daily classroom work when needed.

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.

The classroom teacher(s) that have LEP students will have constant communication with the ESL teacher. The ESL teacher has common preparation periods weekly with the classroom teacher(s). During these preparation periods the ESL teacher acts as a turn-key teaching the classroom teacher, and suggests strategies to use with their ELL student(s) on upcoming topics. The ESL teacher also attends monthly ESL

meetings; at these meetings the ESL teacher is instructed in new strategies to use with ELL's. The ESL teacher shares this information with the classroom teachers and uses it themselves during the ESL services provided.

Section III. Title III Budget

—

School: PS 8

BEDS Code: 353100010008

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	\$1,285.00	<input type="checkbox"/> (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	-----	<input type="checkbox"/> (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.	-----	<input type="checkbox"/> (Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	-----	<input type="checkbox"/> (Example: 2 Rosetta Stone language development software packages for after school program)
Travel	N/A	<input type="checkbox"/> N/A

Other	N/A	<input type="checkbox"/> N/A
TOTAL	0	

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.

1.

P.S.8 collects data from ATS. The data shows what students passed the NYSESLAT and what students still need continued ESL service. After this is determined parents are informed in their home language about an ESL parent meeting where they can meet with the ESL teacher and parent coordinator. At the meeting the parents receive a letter informing them of the freestanding program available at P.S. 8 and their other options of programs at different schools (Dual language and bilingual programs). They are also given the letters about placement in their native language on the Department of Education web-site. At the meeting parents are asked if they would like handouts set home in their native language. If they would like the handouts in their native language the school accommodates to that need using the E-mail translation services. P.S. 8 also has bilingual parent volunteer translators that are available.

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 the parents of ELL students at P.S 8 understand English and do not ask for translated handouts. We look carefully at the home language surveys and we found that most parents speak and read their native language as well as English; however native language handouts are provided for any parent who may need them.

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.



This written translation services provided are informed to informed to the parents immediately after the ATS report is examined to determine what students are ELL's. P.S. 8 has parent volunteers to translate that are bilingual.

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.



At P.S. 8 the parents are aware that if needed a Bilingual parent volunteers are available. Signs in various languages are posted by P.S. 8's entrance informing parents that translator services are provided.

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>.



P.S. 8 fulfills Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services at are ELS parent meeting. At this meeting the parents are given documents in their native language informing them about the ESL program offered at P.S. 8 and other programs that are available for their child at other schools if they should choose a program we do not offer. They are also given a copy of the bill of Parent Rights and Responsibility, which explain their entitlement to translation. They also receive a school safety plan in case of emergency in their native language with all important school procedures. At the parent meeting the parents are also informed of how to access the Education Departments web-site and how to navigate the site to read more about their rights as ELL parents.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	0	\$122,735	0
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

Part I

General Expectations

Note: Each school level Parental Involvement Policy must establish the school's expectation for parental involvement based upon the District Parental Involvement Policy. [Section 1118-Parental Involvement – (a) Local Educational Agency Policy – (2) Written Policy of ESEA]

P.S. 8, The Shirlee Solomon Great Kills School agrees to implement the following statutory requirements:

P.S. 8 will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with Section 1118-Parent Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 111- State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.

P.S. 8 will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.

The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities ensuring-

That parents play an integral role in assisting their child's learning;

That parents are encouraged to be actively involved in their child's education at school;

That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

The carrying out of other activities, such as those described in Section 1118-Parent Involvement of the ESEA.

Part II

Description of How the School Will Implement the Required School Parental Involvement Components

Note: The School Parental Involvement Policy must include a description of how the school will implement or accomplish each of the following components. [Section 1118-Parental Involvement – (a) Local Educational Policy - (2) Written Policy of ESEA]

1. P.S. 8 will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:

P.S. 8 will coordinate and integrate parental involvement strategies under the following programs, assemblies and workshops :

1. *Involve Parents in discussions regarding the District Parental Involvement Policy at PTA meetings*
2. *PTA Executive Board Members will be involved with District personnel through the Staten Island Federation of PTA*
3. *Involve parents in the planning, review and improvement of the school's parental involvement policy, in an organized, ongoing and timely way; (SLT, PTA)*
4. *Involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way; (SLT, PTA)*
5. *Provide information to parents of participating students in and understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practical, in a language that parents can understand;(School Assessment Team [SAT], Parent Coordinator, Parent Workshops for OT and IEP information, and NY State Testing Information)*
6. *Provide to parents of participating children information in a timely manner about programs that include a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet. (Parent Workshops for explanation of the new format for the 2011 NY State ELA and MATH Exams)*
7. *At the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicable possible; (Parent Coordinator, SAT, SLT, ARIS Parent-Link)*
8. *Provide to parents an individual student report about the performance of their child on the State assessment in least English language arts and mathematics.*

(Phone calls; Parent Coordinator's direct contact/conferencing during arrival and dismissals; Semi-annual Parent Teacher Conferences; Parent Coordinator cell phone availability after school hours)

2. P.S. 8 will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:

:

1. *Parent members of the SLT will participate in completion of the School Parent Involvement Policy.*
2. *Formulate a committee of parents to participate in the development of the school and district parent involvement plan.*

3. *Parent Surveys will be a vital part of the School's Progress Report grade*
4. *Share and incorporate school survey results*
5. *Host workshops to review current instructional policies and developed methodology for improvement.*
6. *Parents and the school will share responsibility for high student performance*

P.S. 8 will develop capacity- building activities for parents and school staff that support strong parental involvement through the PTA and the School Leadership Team.

As a result of teacher and parental surveys, and student assessment data, we have developed key areas of concern for the next school year. We seek to continue to strengthen literacy and math instruction as we adhere to the mandated curriculum.

In conjunction with our Parent Teacher Association, School Leadership Team and staff, we seek to improve parental involvement in school wide activities to attract parents to the school community. We will also further seek community involvement in order to accomplish this goal. We will continue to support the efforts of our Parent Coordinator as she diligently plans educational and meaningful activities for all parents especially our non-English population.

3. P.S. 8 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs by:
 1. *The involvement and recognition of the families and community members that are part of all students' academic and social success.*
 2. *School administrators and staff remain open to communication at all times. Parents may actively request AIS services through the School Intervention Team composed of administrators, SAT members and teachers.*

Our Parent Coordinator has assumed a vital role in our school in our work towards this goal. She participates in meetings each morning with the Administrators in order to keep current on all school activities. She is a constant presence in all PTA meetings and events. She coordinates and presents Parent Engagement workshops for Parents on a variety of relevant topics. Staff members, coaches and administrators have presented school related workshops.

A. *The school has developed a collaborative relationship with Staten Island Mental Health to provide Reading Volunteer Training to parents. This is a highly successful program with significant weekly participation.*

B. *The Parent Coordinator has established many informative Parent Workshops. These workshops are informative opportunities for parents to receive information about their academic development as well as providing strategies for improving student performance. Workshops include the following topics: ELL, Children's Health Issues, and Strategies for Successful Students, Making Everyday Math Parent Friendly, ELA Test Strategies, Reinforcing Basic Skills at Home, Acuity Reading and Math Testing, Children's Literature, Activities to Foster Reading Success.*

C. *Our PTA is also dedicated to parental involvement. The PTA hosts a variety of activities to encourage parent involvement. We seek to strengthen and expand this goal in the coming school year.*

4. **P.S. 8 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation (based on data from our school's demographic snapshot/ report card, and student performance levels) will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design**

strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

Persons responsible for evaluating our school's data by subgroups and performance level include Teachers, Administrators, Parent Coordinator, Guidance Counselor, PTA and School Leadership Team.

Parent roles in the completion of the evaluation include developing a collaborative relationship with their child and their classroom teachers regarding academic and instructional needs and assessment.

The school will conduct evaluative progress reports throughout the school year. Random telephone conferences will be conducted to identify those parents that are unable to attend meetings due to economic factors.

The school will develop a list of translators through the community

Persons responsible for conducting evaluations and conferences include Teachers, Administrators, Parent Coordinator, Guidance Counselor, and PTA.

Parent roles in the completion of the evaluation include developing a collaborative relationship with their child and their classroom teachers regarding academic and instructional needs and assessment .

5. P.S. 8 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:

- a. *The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –*
 - i. *The State's academic content standards;*
 - ii. *The State's student academic achievement standards;*
 - iii. *The State and local academic assessments including alternate assessments;*
 - iv. *The requirements of Title I, Part A;*
 - v. *How to monitor their child's progress; and*
 - vi. *How to work with educators.*

- b. **P.S. 8 will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:**
 1. *Providing parent workshops and courses dealing with computer training*
 2. *Meetings and workshops designed to meet the specific literacy needs of parents of ELLs*
 3. *Workshops to assist parents with strategies to help students achieve*
 4. *Providing information to parents of participating students in and understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practical, in a language that parents can understand;(School Assessment Team [SAT], Parent Coordinator, Parent Workshops for OT and IEP information, and NY State Testing Information)*

- c. P.S. 8 will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:
1. *Provide staff with professional development regarding effective strategies and techniques in engaging parents and increasing parental involvement*
 2. *Utilize the PTA Executive Board and SLT to help build strong ties and relationships between parents and school staff*
 3. *Provide to parents of participating children information in a timely manner about programs that include a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet. (Parent Workshops for explanation of the new format for the 2011 NY State ELA and MATH Exams)*
- d. P.S. 8 will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:
1. *Reading Volunteers*
 2. *Open School Week*
 3. *Food Festivals*
 4. *Holiday Events*
 5. *Special Classroom Assemblies*
 6. *Parents as Assembly Presenters*

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students,

are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

The P.S. 8, The Shirlee Solomon Great Kills School parents of the students participating in activities, services and programs funded by Title I, Part A for No Child Left Behind act of 2001, agree that this compact outlines how the parents, the entire staff and the student will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during the 2010-2011 school year.

School Responsibilities

The P.S. 8, The Shirlee Solomon Great Kills School will:

Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- *Our Literacy Program adheres to the concepts of Comprehensive Literacy, which includes the Reading strands of Read Aloud, Shared Reading, Guided Reading, Literature Circles and Independent Reading.*
- *Instruction is administered through the workshop model within a 120 minute block. Teachers and students utilize leveled classroom libraries including fiction and non-fiction materials that are available in our Literacy lending library.*
- *Instruction focuses on representation and the development of metacognitive strategies as our children make text to self, text and world connections.*
- *Units on test sophistication are designed to assist students in improving literacy achievement on standardized tests.*
- *A Book of the Month selection provides texts for common discussions and an arena to express individual or class responses through a multitude of writing genres and artistic expression.*
- *Assessment in literacy includes running records, conferencing, teacher generated Acuity assessments, EPAL, TCRWP, and City and State Assessments.*
- *Data derived from the fore mentioned provides implications for instruction, differentiation, and professional development.*
- *Extended day is mandated for students at risk, and an enrichment program is also provided for all students.*
- *Extended day is also provided on a volunteer basis upon parent request.*
- *A K-5 AIS period is built into the school's schedule*
- *After school enrichment programs are given for NY State Test Prep, Culinary Lessons, Dance, Gardening, Robotics, and Scrapbooking-Writing connections.*
- *All literacy activity is supported and advanced by the work of support teachers, will provide reliability to the implementation of the Voyager Passport Program, EPAL, TCRWP, Grades 3, 4, and 5 AIS intervention. Foundations, and Earobics programs also provide academic intervention.*
- *Our SETSS program utilizes the Wilson program for those students in need.*
- *In the coming year we strive to improve the use of our leveled libraries and our independent reading program. We will continue to improve our instruction from skills based to strategy oriented in order to strengthen student reading capacity.*

- *Through professional development, we will continue to familiarize our teachers with the variety of literacy materials available to them so as to maximize students use.*
- *Using benchmarks from periodic assessments such as Acuity, we will address student deficiencies through a Reading Intervention teacher and the Voyager Passport program as well as small group intervention strategies using needs assessments;*

Math, Larson's Math, Earobics, Passport and the Wilson Program.

- *We intend for this reading support to further literacy instruction to struggling students especially in the early childhood grades.*
- *An important part of the Literacy Block is the implementation of the Writer's Workshop and its execution through Units of Study.*
- *We have been guided by the Teacher's College Units of Study in all grades and strive to implement these units to a greater degree in the building.*
- *Published work is permanently kept in standard based portfolios.*
- *Math instruction is guided by the adherence to City and State Math Standards. The Everyday Math program is used from grades Kindergarten to 5. This program and its extensions are executed in a 60 minute block in grades Kindergarten to Grade 2 and in a 75 minute block in grades 3, 4 and 5.*
- *Family Math Night is also conducted in the Spring.*
- *Multiple strategies are taught for all operations and problem solving through a cyclical approach. Teachers are cognizant of areas of introduction, emersion and mastery. Conceptual understanding is lined heavily to thinking strategies are connected to writing in order to make students adept at verbal and written expression.*
- *The Workshop Model is adapted so as to be used within the Everyday Math format. Test sophistication is included in the overall pacing calendar so as to adhere to instruction with the test strategies embedded on a regular basis.*
- *Math assessment includes teacher-generated tests, teacher observations and conferencing, Everyday Math assessments, Acuity Math Predictives and Scantron Performance Series Assessment and City and State assessments.*
- *Teachers organize all assessments within an assessment binder in order to have student data readily available for interpretation for instructional guidance to meet student needs. Teachers will monitor their students' progress through portfolio collection.*
- *Academic Intervention Services are provided to meet the needs of all students who require additional assistance to meet the State Standards in content areas.*

The goal of New York City's Children's First Reform initiative is to create a system of outstanding schools where effective teaching and learning is a reality for every teacher and child. If children are to achieve their highest potential, they must have effective classroom instruction and access to appropriate support and environmental conditions.

- *Student Support Services plays a pivotal role in making this happen by developing and coordinating support services that promote safe, healthy, and nurturing learning communities in which students can succeed academically. Student Services encompass the Support Services Providers, School Assessment Team, Secretaries and School Aides.*
- *The Support Services Providers include providers of mandated services and at-risk services to include guidance counselor, speech therapist, occupational therapists, physical therapist and paraprofessionals. The Guidance Counselor also conducts guidance lessons and coordinates student services in the school. The speech therapist and occupational therapist fulfill mandates required by Individualized*

Education Plans. These service providers attend monthly student progress team meetings and share their expertise when consulting with teachers and parents.

- *The school guidance counselor offers conflict resolution on an ongoing basis.*
- *The school Social Worker provides at risk intervention, also on an ongoing basis.*
- *The PPT/Intervention Team is a proactive group of professionals who look at the whole child and over time provide all students and teachers with the necessary tools to support learning in the classroom. The focus of the team is to assess student academic, social and emotional progress, recommend and provide interventions, evaluate progress toward goals, adapt and modify interventions, follow up with parents and teachers and to maximize all resources to the fullest extent possible. The team consists of administrators, teachers, guidance counselor and SAT. They meet on a regular basis to assess student progress, articulate with classroom teachers and set benchmarks to monitor each student's progress toward meeting academic and behavior standards.*

Hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held :

- *Parent-Teacher conferences will be held November 2010 and March 2011, as scheduled by Department of Education.*
- *Classroom teachers will be available during these same times to discuss individual child's progress*
- *IEP meetings are conducted for students annually or on an as needed basis.*
- *During the Parent-Teacher conferences, the Parent Coordinator will host meetings at timed intervals to accommodate parents discuss the Compact and how it impacts them and their child.*
- *Parent Coordinator provides a center for ARIS Parent Link and School Surveys during the Spring Conferences*
- *Parent Coordinator is available throughout the day for any concerns*

Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

- *In addition to the scheduled parent-teacher conferences, Title I teachers will periodically send home to parents benchmark assessment results.*
- *These will be sent after each interim assessment (ITA or Predictive) and before major school recesses.*
- *These results will include an individual child's progress in Literacy and Math as determined by benchmark assessment in the individual programs they are assigned based on their individual needs.*
- *Also, teachers will be available for conferencing with parents on an as needed basis (including requests by notes or phone).*
- *ARIS Parent Link, report cards (2 times for Kindergarten and 3 times for grades 1-5)*
- *Pre-K progress reports are distributed twice a year.*
- *Acuity result notification, sent out as soon as ITA and/or Predictive results are available.*
- *IEP Progress reports.*
- *Student Progress Notification Report for Parents*

Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- *A Parent Orientation will be held in mid September.*

- *In September, teachers will host separate orientation Curriculum Conferences during the dates and times of the regular class Curriculum Conferences.*
- *At these conferences, parents will have the opportunity to volunteer to help out in their child's classrooms.*
- *Parent Reading volunteers*
- *Open School week access to classroom visitations*
- *SLT, PTA, PTC, and Parent Workshops*
- *A Kindergarten Tea is held in the Spring, immediately following registration.*

Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

PTA provides numerous committees for parents to be involved in .

Special Class Events

Class Trips

Open School Week

School Assembly Committees

Parent Coordinator is available during and after school hours for any concerns or updates of their child's progress.

Parent Coordinator has a cell phone which number is accessible to the parents until 10pm.

Parents are invited to participate in their child's classroom plays and be involved in the background, creating costumes, printing and designing the programs.

Classroom mothers are available for each classroom which enable them to participate in such events as birthday, assemblies, holiday parties.

We have an annual Holiday Fair, Book Fair, and a Spring Fair that parents organize and host.

We conduct an Open School Week in the fall which enables parents to sit in on the classroom and observe the teacher.

Parent Reading Volunteers

Kindergarten Tea

Parent Responsibilities

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

- *Supporting my child's learning by making education a priority in our home by:*
- *Making sure my child is on time and prepared everyday for school;*
- *Monitoring attendance;*
- *Talking with my child about his/her school activities everyday;*
- *Scheduling daily homework time;*
- *Providing an environment conducive for study;*
- *Making sure that homework is completed;*
- *Monitoring the amount of television my children watch;*
- *Volunteering in my child's classroom;*

- *Participating, as appropriate, in decisions relating to my children's education;*
- *Promoting positive use of my child's extracurricular time;*
- *Participating in school activities on a regular basis;*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate;*
- *Reading together with my child everyday;*
- *Providing my child with a library card;*
- *Communicating positive values and character traits, such as respect, hard work and responsibility;*
- *Respecting the cultural differences of others;*
- *Helping my child accept consequences for negative behavior;*
- *Being aware of and following the rules and regulations of the school and district;*
- *Supporting the school discipline policy;*
- *Express high expectations and offer praise and encouragement or achievement;*

Student Responsibilities

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

Specifically, we will do the following:

- *Attend school daily and arrive on time*
- *Come to school with all the necessary tools for learning (pens, pencils, books, etc.)*
- *Be honest and respectful of myself and others*
- *Follow all school and class rules*
- *Do homework everyday and ask for help when needed*
- *By giving our parent or guardian all notices and information we receive at school every day*
- *Follow the DOE discipline code of conduct.*

Adoption

Department of Education of the City of New York

Public School 8

The Shirlee Solomon Great Kills School 100 Lindenwood Road Staten Island New York, 10308

Lisa Esposito

Virginia Guido

Principal

Assistant Principal

Phone (718) 356-2800

Fax (718) 356-2065

This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the SLT/PTA.

This policy will be adopted by P.S. 8 on **1/25/11** and will be in effect for the period of the 2010-2011 school year. The school will distribute this policy to all parents of participating Title I Part A children on or before February 1, 2011.

Principal's Signature: _____

Date _____

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Describe how the school will implement the following components of a School wide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found:

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

The findings of the 2009-2010 Progress Report result in the identification of several priorities for improving student performance:

The student performance data from our school's current progress report and 2010 New York State ELA Test results, PS 8 determines a need to improve skills in English Language Arts with a strong concentration in writing and reading comprehension. The literary response elements include identification and evaluation of the setting, drawing conclusions, distinguishing fact and fiction, making inferences about the events and characters with an emphasis on life experiences to understand and compare literature. The writing response elements including using details from the story to predict, explain, or show the relationship between information, and events, expressing opinions and making judgments that demonstrate a personal point of view, observing the rules of punctuation, capitalization, and spelling, using the correct grammatical construction.

These trends in English Language Arts are evident by the results of the New York State ELA (10) Exam, and the ELA Predictive Assessments from winter '11.

According to our school's 2009-2010 Progress Report, Report Card, and NYSTART verification reports, the performance rate in levels 3 and 4 for all tested students in grades 3 to 5 in ELA at P.S. 8 was 74.7%. This rate falls 25.3% below the projected results based on our demographics (Compared to our school's peer horizon group average of 100%). The median growth rate of academic progress for all tested students in grades 4 and 5 in ELA at P.S. 8 was 74.0%. This rate falls 11.6% below results of our peer horizon group(Compared to our school's peer horizon group's average of 85.6%).

These results are analyzed by the teaching staff, the administration, the instructional team and inquiry team. These results are used to develop professional development, inform parents on student progress, improve instruction, develop and differentiated instruction, create inquiry subgroups on each grade level, and facilitate improved writing skill strategies across the grades.

School wide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

Help provide an enriched and accelerated curriculum.

Meet the educational needs of historically underserved populations.

Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the

School wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

Are consistent with and are designed to implement State and local improvement, if any.

In order to improve student achievement, address equity, and meet individual student needs we are using the following;

- After-School Enrichment Academy for Math and Literacy and the Arts
- A. I. S. (Academic Intervention Service) period implemented into the school's daily schedule
- Parent Reading Volunteers
- Daily Common planning periods for all grades
- Intensive Professional Development with faculty and staff through:
 - Ø Faculty conferences
 - Ø Monthly Grade meetings
 - Ø Classroom Visitations
 - Ø Lunch/learn
 - Ø Focus groups
- America's Choice Writing Program
- Reading Fundamentals Program
- Reading Streets Balanced Literacy Program (for grades 4 and 5)
- Math Enrichment Computer programs for High Level Learners
- Scantron: Educational-Performance Assessment Profile
- High School Foreign Language Tutors
- School wide Recycling Program connected to Science, English Language Arts, and Math.
- Study groups in differentiation of instruction.

- Early Childhood Reading Grant (Staten Island Foundation)
 - Expansion of the Extended Day Program for high achieving students
 - Updating curriculum mapping across the grades for seamless instructional program
 - Improving instruction for special education students by increasing opportunities for inclusion into the general education program
 - Providing intensive professional development training for special education teachers in specialized strategies (i.e. Differentiated Instruction ;Orton- Gillingham;, Souday- Wilson).
 - Classroom management techniques (Applied Behavioral Management, and Behavioral Intervention Planning) to meet the needs of our special population
 - Continuous implementation of NYC Passport's Voyager Program (K-3) for At-Risk pupils
 - Utilizing part-time AIS teachers, an IEP teacher, and a SETSS specialist for support within the classroom setting
- Instructional Team Meetings
 Weekly Inquiry Teacher Team Meetings
- Inquiry Team goal setting charts
- Monthly Teacher Team Meetings
 Departmentalization for Grades 4 and 5

3. Instruction by highly qualified staff.

All teachers are certified in the field that they are teaching.

Current strategies for implementing training our faculty and P.S. 8 community are:

- Professional development of staff members
- Parent workshop by school's Parent Coordinator
- Teacher Team Meetings
- Faculty Conferences
- Student Assessment Teams
- Pupil Personnel/Intervention Team
- Support of the School Leadership Team
- "Professional Library"
- IEP review conferences with the parent, teacher the school's SAT
- Daily Instructional Team cabinet meetings,
- Special Education Support Group
- (inclusion of special needs pupils within the general education setting)
- CEP committee.

Paraprofessionals also attend all staff meetings and training designed to improve their skills.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School wide Program to meet the State's student academic standards.

Our professional development plans will be based on the areas defined in our needs assessment. All staff will attend training designed to improve the achievement of all students in reading and writing. Other professional development will include the analysis of tests scores, portfolio training, mathematics and assessment in order to target individual students' strengths and weaknesses.

5. Strategies to attract high-quality highly qualified teachers to high-need schools

Public School 8 posts positions on the open hire transfer market system. Resumes received from this system are reviewed by principal. Our school also consults the RMS system and attends job fairs in order to find qualified candidates who are then interviewed by the principal.

6. Strategies to increase parental involvement through means such as family literacy services.

Our school conducts parent surveys that provide information regarding parental involvement and parent training needs. We also review our written parent involvement policies annually. Our PTA has a variety of activities planned to encourage parents to volunteer and serve on school committees.

Our Parent Coordinator has assumed a vital role in our school in our work towards this goal. She participates in meetings each morning with the Administrators in order to keep current on all school activities. She is a constant presence in all PTA meetings and events. She coordinates and presents Parent Engagement workshops for Parents on a variety of relevant topics. Staff members, coaches and administrators have presented school related workshops.

- At the request of parents, our parent coordinator provides opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school responds to any such suggestions as soon as possible including ARIS Parent-Link which provides parents an individual student report about the performance of their child on the State assessment in least English language arts and mathematics.
- On a daily basis, the parent coordinator monitors the parents' use of the ARIS Parent-Link and encourages them to review the current data from this link.
- Phone calls; Parent Coordinator's direct contact/conferencing during arrival and dismissals; Semi-annual Parent Teacher Conferences; cell phone availability after school hours
- Workshops: The parent coordinator conducts monthly workshops concern new designs and strategies for successful test taking.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

An inter-visitation program has been established with area pre-schools to introduce pre-school children to PS 8. Our early childhood teachers work together during joint professional development and common preps to plan curriculum. The administration at PS 8 has developed close relationships with administrators of the local pre-schools and communicates often to ease pre-school children and their parents into the kindergarten program.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers are involved in both formal and informal assessments of student work. Formal test data is analyzed during professional development periods, grade preparation periods and faculty meetings. Teachers meet by grade level to evaluate student work samples. All staff members are involved in portfolio assessment\ and evaluation.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Students are assisted in meeting state standards using interventions such as small group instruction, academic intervention plans and services, programs such as;

- Our After School Enrichment Program
- Daily Academic Intervention Period
- Extended Day Program
- Monthly Pupil Progress Team Meetings
- Larson's Math Software
- Wilson , Passport/Voyager, and Foundations Reading Programs

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Our Title 1 funding is a school wide program provides services for at risk students. Academic Intervention Services are provided to all children during this period. Professional development is also provided to teachers.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.

- o Meet the educational needs of historically underserved populations.

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

6. Strategies to increase parental involvement through means such as family literacy services.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with

disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(I.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.

- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
 - is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

- b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
 5. Provide instruction by highly qualified teachers;
 6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
 7. Provide strategies to increase parental involvement; and
 8. Coordinate and integrate Federal, State and local services and programs.

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

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
0
2. Please describe the services you are planning to provide to the STH population.

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_31R008_102810-122324.doc

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 604	District 31	School Number 08	School Name Shirlee Soloman
Principal Lisa Esposito		Assistant Principal Virginia Guido	
Coach James Laeita		Coach N/A	
Teacher/Subject Area N/A		Guidance Counselor Joseph Pagliaro	
Teacher/Subject Area N/A		Parent N/A	
Teacher/Subject Area N/A		Parent Coordinator AnnaMarie Cardillo	
Related Service Provider Julie Maltese - ESL		Other Patrice Bein -Test Coordinator	
Network Leader N/A		Other N/A	

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	420	Total Number of ELLs	7	ELLs as Share of Total Student Population (%)	1.67%
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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.

P.S 8 is located in the Great Kills section on the South Shore of Staten Island. The school is a Pre Kindergarten to fifth grade elementary school serving a population of approximately 420 students, 389 of the students are in grades K -5. 7 students, approximately 1.67 % of the student population are eligible for ESL services. P.S. 8 is dedicated in properly identifying, testing, and serving its ELL population.

The home language survey (HLIS) is administered when a new student enters the School system for the first time. An informal oral interview is conducted with the student and parent, as well as, filling out the formal initial HLIS form. The English as a second language (ESL) teacher conducts the HLIS, interviews, and administers the LAB-R.

Once a student is identified as eligible for services, parents are notified by entitlement letter (translated letter if needed) to attend an ELL orientation. The orientation consists of discussing the three program options. ESL, TBE, and DL. TBE and DL are available however, at different sites. P.S. 8 has a Free-standing ESL program only. At the orientation parents view a video in the native language describing each of the three program options. Parents complete the program selection and parent survey forms, to determine the program they prefer for their child. Program Selection and Parent Surveys are returned after orientation. If parents do not attend the meeting a form is sent to their home in their native language and is to be returned to the school. If the form is not returned a phone call is issued to the parent to determine program choice. If the parent can not be reached the default of bilingual is selected for that student. Are program selection forms show that most parents request the Free-standing program; therefore our program that is offered (ESL) is aligned to the parent request.

The ESL teacher also determines NYSESLAT eligibility by checking the RNMR, RLER, and RLAT reports in ATS. After determining eligibility the ESL teacher administers the NYSESLAT to the students within the testing window. If the ESL teacher should not be present when ELLs need to be identified, and tested, the test coordinator, literacy coach, or Assistant Principal are responsible for these duties.

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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	2		1	2										5
Push-In				1	1									2
Total	2	0	1	3	1	0	0	0	0	0	0	0	0	7

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	7	Newcomers (ELLs receiving service 0-3 years)	7	Special Education	5
SIFE	0	ELLs receiving service 4-6 years	0	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
Dual Language											0
ESL	7	0	4	0	0	0	0	0	0		7
Total	7	0	4	0	0	0	0	0	0		7

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

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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0

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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
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	3	0	1	2	1									7
Chinese														0
Russian														0
Bengali														0

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
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	3	0	1	2	1	0	7							

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.

ESL services are provided as a combination of push-in, pull-out. We use a push-in model for ELLs that can perform on grade level. In a push-in the ESL teacher collaborates with the classroom teacher using ESL methodologies in teaching to meet the needs of the ELL students. We use a pull-out model due to the fact that some ELL students need individualized instruction and differentiated lessons to meet their needs.

As discussed above, Push-in/pull out services are provided by certified English as a Second language teacher. This teacher is trained teacher who provides instruction in English using ESL methodologies and scaffolding. In order to maximize English acquisition for the ELL's, the ESL teacher and classroom teacher coordinate their efforts during ELA blocks as often as possible.

The staff ensures that the mandated number of instructional minutes is provided according to proficiency levels in ESL. The amount of time each student is serviced is determined by the NYSESLAT scores and LAB-r scores. The ESL teachers must provide a schedule listing when she is servicing the students. The ESL teacher also keeps attendance books for students with IEPs.

This year P.S. 8 student's eligible for ELL services are comprised different levels from beginner to advanced. We have 3 beginners that receive 360 minutes of services a week. Four students are at an advanced level. The students at an advanced level receive 180 minutes of service each week. Zero students are SIFE, 7 students are new comers (0-3 years) and zero students have been receiving services between 4-6 years. Our ESL students, whenever possible, are placed in the same class so that the ESL services can be provided as push-in/pull out services.

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

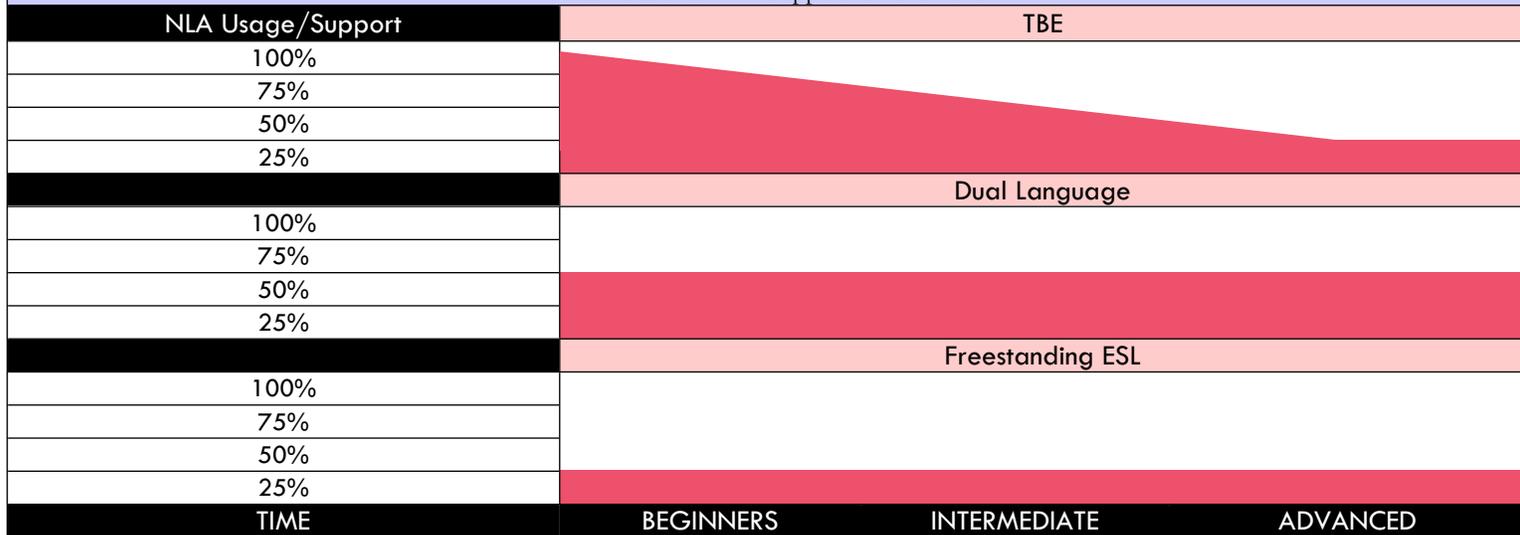
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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



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?

During pull-out services, students are grouped primarily according to the NYSESLAT scores. Students are serviced in small groups, cross-grade, with instruction differentiated by skill acquisition level. Students participate in an instructional program that is aligned with mandated ESL/ELA and content learning standards, common core standards, and common curriculum. Differentiated instruction is provided to the students based on language proficiency levels and various ELA assessment data as the ESL students' progress.

Transitional support for ELL's reaching proficiency on NYSESLAT are carefully placed in classes with other ELL students where the ESL teacher may be better able to schedule transitional services and follow-up with recently proficient students. This provides a smoother transition while still providing support as needed. Testing accommodations are maintained for transitional students, such as, bilingual dictionaries, time and a half, and native language glossaries.

Our literacy curriculum adheres to the, Balanced Literacy Workshop Model. This model addresses the needs of our ELL population by providing them with ongoing opportunities to read, write, and speak in order to help them reach a proficient level of fluency. P,S, 8's 4th and 5th grade student, including ELLs, use the Reading Street Program. This program focuses on a specific literacy skill each week and targets problem areas for future planning. When appropriate, computer technology is implemented into the instructional day to provide visuals for our ELL students.

The Mathematics program is, The Everyday Math Program, in all grades K-5. One of the benefits of the Everyday Math Program is that it helps ELL's acquire English proficiency through the use of manipulative materials, demonstrations, and modeling.

ESL students participate in content area instruction such as science and social studies. Content glossaries are available for the student in each language as well as native language dictionaries. ESL students also participate in Art and Gym. Instructional materials, including technology are used to support ELLs. Hands on materials, manipulatives, and visuals are used as often as possible. Smart boards are used whenever possible to provide visuals. Native language support is included in ESL by providing books in other languages that can be found in all classrooms libraries, as well as, the school library. Bilingual dictionaries are handed out to each ELL at the beginning of every school year in their native language.

P.S. 8 has an ELA structured Academic Intervention Service (AIS) program that all students participate in daily. ESL students are also invited to extended day to support them with additional help and/or extra instruction that may be needed.

All students regardless of ESL status are provided the same access to all school programs. Parents of ESL students are invited to participate and become active in school activities. For activities such as workshops, teacher meetings, and other events, translators are available. All letters and memos that need translating are translated into the native languages needed based on parent request.

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)?

N/A

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.

The ESL teacher attends all mandated professional development with the Division of School Support and Instruction professional meetings. All teachers are aware of the 7.5 hours of ESL training required. Special education teachers are aware of the 10 hours of ESL training required. Certificates of attendance and completion in workshop hours are copied and maintained in teacher records. Professional development opportunities are accessible to all staff when they become available. The ESL teacher also acts as a turnkey for the faculty to facilitate ESL strategies and methodologies.

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?

P.S. 8 is committed to providing workshops to benefit the needs of all its parents, including parents of ELLs. Workshops are provided monthly to parents, including parents of ELLs. Various topics are offered as per parent request. Examples of workshops are as follows: Test preparation for 3,4,5th for NY State ELA and mathematics. K-2 workshop "Help your Child Grow as A Reader", aligned to the common core standards, the workshop includes strategies for reading, online, read-a-louds, hands on activities, and a list of helpful websites. P.S. 8 also has a Family Math Night at kind Kullen Supermarket, aligned to the NYS standards. This math night provides an opportunity for parents and students to participate math activities related to supermarket items and use their math skills to complete a store scavenger hunt.

P.S. 8 has a special assembly for bullying for parents of 4th, and 5th grade students. A police officer comes in from community affairs youth service within the NYPD to speak regarding the prevention of bullying. It also addresses how to handle a situation if your child is bullying or being bullied. P.S. 8 also has a parent conflict/resolution workshop held by the school guidance counselor that teaches parents how to avoid conflict and establish resolution.

P.S. 8 has a TD Bank parent assembly, presented by a TD Bank representative. This workshop is held to teach parents about managing money, opening up banking accounts, and answering any other questions they may have.

The school also offers parents the chance to participate in a parent/student Pre-K Breakfast. This breakfast is used to address key-points regarding Pre-K. Parents will learn what is expected of their child in Pre-K, the importance of homework, reading, and routine.

P.S. 8 has A special 5th grade parent assembly. Speakers from intermediate school 24 come to speak about, as well as, answer questions about to transition to 5th grade to intermediate school.

We offer a parent workshop on how to use (ARIS), The New York City Department of Education's Achievement Reporting and Innovation System. This workshop aids parents on how to accessing ARIS and view important information about their Childs' progress in academics.

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)	3													3
Intermediate(I)														0

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

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

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

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

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

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

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

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

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.

ESL students in grades 3-5 take part in content area assessments and eligible students in present for more than one year take the NYS ELA assessments.

Students enrolled for fewer than three years have services geared toward proficient levels on the, New York State English as a Second Language Achievement Test (NYSESLAT). Students needing extension of services for more than three years continue to receive services based on NYSESLAT levels reached. There is collaborative planning between ESL teacher and classroom teacher and when necessary with our Pupil Progress Team (PPT) and parent to discuss additional services.

ESL students are assessed using various tools throughout the year. All students in kindergarten through fifth grade are assessed using running records. Teachers College Reading and Writing Project assessments (TCRWP) are used from grades K-3, Wrap-up Kits are used for grades 4 and 5, as well as, ELL periodic assessments. ELL periodic assessments are analyzed by the ESL teacher and results are discussed with classroom teachers to point out. The data is used to point out the student's strength, weaknesses, and plan accordingly to address their needs. Even though we are not experiencing large populations of ESL students, NYSESLAT data shows ELL students making progress towards proficiency with minimal exceptions by the third year enrolled in ELL services. ESL program provides concentration in the English language for ESL students to read, write, acquire listening skills, and speak as they develop their English language skills.

If students continue to not make progress according to NYSESLAT scores, language may not be the only issue, therefore a teacher evaluation, bilingual evaluations may be recommended by the team.

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.

N/A

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		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 8 Shirlee Solomon					
District:	31	DBN:	31R008	School		353100010008

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	33	34	32		93.9	94.6	94.4
Kindergarten	71	53	62				
Grade 1	71	61	49	Student Stability - % of Enrollment:			
Grade 2	93	77	66	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	49	88	72		94.2	95.5	95.3
Grade 4	54	49	87				
Grade 5	83	50	50	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		24.3	32.1	41.1
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		2	1	2
Grade 12	0	0	0				
Ungraded	0	4	3	Recent Immigrants - Total Number:			
Total	454	416	421	(As of October 31)	2007-08	2008-09	2009-10
					5	1	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	39	47	46	Principal Suspensions	9	0	7
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	2	6	1
Number all others	34	40	51				

These students are included in the enrollment information above.

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
(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	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:							
(As of October 31)	2007-08	2008-09	2009-10				
# receiving ESL services only	18	7	TBD	Number of Teachers	33	35	31
# ELLs with IEPs	1	9	TBD	Number of Administrators and Other Professionals	13	14	5
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	11	9	16

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	93.9	97.1	100.0
				% more than 2 years teaching in this school	75.8	68.6	96.8
				% more than 5 years teaching anywhere	72.7	74.3	87.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	97.0	97.0	96.8
American Indian or Alaska Native	0.4	0.2	0.2	% core classes taught by "highly qualified" teachers	90.0	89.8	97.6
Black or African American	0.9	1.7	2.1				
Hispanic or Latino	13.7	13.0	13.3				
Asian or Native Hawaiian/Other Pacific	3.3	3.1	2.4				
White	81.7	82.0	81.9				
Male	51.5	47.8	48.5				
Female	48.5	52.2	51.5				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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							
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	v	v					
Multiracial							
Students with Disabilities	v	v	-				
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:	A	Overall Evaluation:					NR
Overall Score:	77.3	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	10.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	12.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	46.1						
<i>(Comprises 60% of the</i>							
Additional Credit:	8.5						

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 31R008

All Title I SWP schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	0	\$122,735	\$122,735
2. Enter the anticipated 1% set-aside for Parent Involvement:	0	\$1,228	\$1,228
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	0	*	
4. Enter the anticipated 10% set-aside for Professional Development:	0	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
_____100%_____

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Title I Parent Involvement Policy

2010-2011

Part I

General Expectations

Note: Each school level Parental Involvement Policy must establish the school's expectation for parental involvement based upon the District Parental Involvement Policy. [Section 1118-Parental Involvement – (a) Local Educational Agency Policy – (2) Written Policy of ESEA]

P.S. 8, The Shirlee Solomon Great Kills School agrees to implement the following statutory requirements:

- *P.S. 8 will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with Section 1118-Parent Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.*
- *In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 111- State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.*
- *P.S. 8 will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.*
- *The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:
Parental involvement means the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities ensuring-*
 - *That parents play an integral role in assisting their child’s learning;*
 - *That parents are encouraged to be actively involved in their child’s education at school;*
 - *That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
 - *The carrying out of other activities, such as those described in Section 1118-Parent Involvement of the ESEA.*

Part II

Description of How the School Will Implement the Required School Parental Involvement Components

Note: The School Parental Involvement Policy must include a description of how the school will implement or accomplish each of the following components. [Section 1118-Parental Involvement – (a) Local Educational Policy - (2) Written Policy of ESEA]

- 1. P.S. 8 will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:**

P.S. 8 will coordinate and integrate parental involvement strategies under the following programs, assemblies and workshops:

- 1. Involve Parents in discussions regarding the District Parental Involvement Policy at PTA meetings*
- 2. PTA Executive Board Members will be involved with District personnel through the Staten Island Federation of PTA*
- 3. Involve parents in the planning, review and improvement of the school’s parental involvement policy, in an organized, ongoing and timely way; (SLT, PTA)*

4. *Involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way; (SLT, PTA)*
5. *Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practical, in a language that parents can understand;(School Assessment Team [SAT], Parent Coordinator, Parent Workshops for OT & IEP information, and NY State Testing Information)*
6. *Provide to parents of participating children information in a timely manner about programs that include a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet. (Parent Workshops for explanation of the new format for the 2011 NY State ELA & MATH Exams)*
7. *At the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicable possible; (Parent Coordinator, SAT, SLT, ARIS Parent-Link)*
8. *Provide to parents an individual student report about the performance of their child on the State assessment in least English language arts and mathematics.*
(Phone calls; Parent Coordinator's direct contact/conferencing during arrival & dismissals; Semi-annual Parent Teacher Conferences; Parent Coordinator cell phone availability after school hours)

2. P.S. 8 will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:

1. *Parent members of the SLT will participate in completion of the School Parent Involvement Policy.*
2. *Formulate a committee of parents to participate in the development of the school and district parent involvement plan.*
3. *Parent Surveys will be a vital part of the School's Progress Report grade*
4. *Share and incorporate school survey results*
5. *Host workshops to review current instructional policies and developed methodology for improvement.*
6. *Parents and the school will share responsibility for high student performance.*

P.S. 8 will develop capacity- building activities for parents and school staff that support strong parental involvement through the PTA and the School Leadership Team.

As a result of teacher and parental surveys, and student assessment data, we have developed key areas of concern for the next school year. We seek to continue to strengthen literacy and math instruction as we adhere to the mandated curriculum.

In conjunction with our Parent Teacher Association, School Leadership Team and staff, we seek to improve parental involvement in school wide activities to attract parents to the school community. We will also further seek community involvement in order to accomplish this goal. We will continue to support the efforts of our Parent Coordinator as she diligently plans educational and meaningful activities for all parents especially our non-English population.

3. P.S. 8 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs by:

1. *The involvement and recognition of the families and community members that are part of all students' academic and social success.*
2. *School administrators and staff remain open to communication at all times. Parents may actively request AIS services through the School Intervention Team composed of administrators, SAT members and teachers.*

Our Parent Coordinator has assumed a vital role in our school in our work towards this goal. She participates in meetings each morning with the Administrators in order to keep current on all school activities. She is a constant presence in all PTA meetings and events. She coordinates and presents Parent Engagement workshops for Parents on a variety of relevant topics. Staff members, coaches and administrators have presented school related workshops.

A. *The school has developed a collaborative relationship with Staten Island Mental Health to provide Reading Volunteer Training to parents. This is a highly successful program with significant weekly participation.*

B. *The Parent Coordinator has established many informative Parent Workshops. These workshops are informative opportunities for parents to receive information about their academic development as well as providing strategies for improving student performance. Workshops include the following topics: ELL, Children's Health Issues, and Strategies for Successful Students, Making Everyday Math Parent Friendly, ELA Test Strategies, Reinforcing Basic Skills at Home, Acuity Reading and Math Testing, Children's Literature, Activities to Foster Reading Success.*

C. *Our PTA is also dedicated to parental involvement. The PTA hosts a variety of activities to encourage parent involvement. We seek to strengthen and expand this goal in the coming school year.*

4. P.S. 8 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation (based on data from our school's demographic snapshot/ report card, and student performance levels) will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- *Persons responsible for evaluating our school's data by subgroups and performance level include Teachers, Administrators, Parent Coordinator, Guidance Counselor, PTA and School Leadership Team.*
- *Parent roles in the completion of the evaluation include developing a collaborative relationship with their child and their classroom teachers regarding academic and instructional needs and assessment.*
- *The school will conduct evaluative progress reports throughout the school year. Random telephone conferences will be conducted to identify those parents that are unable to attend meetings due to economic factors.*
- *The school will develop a list of translators through the community*
- *Persons responsible for conducting evaluations and conferences include Teachers, Administrators, Parent Coordinator, Guidance Counselor, and PTA.*
- *Parent roles in the completion of the evaluation include developing a collaborative relationship with their child and their classroom teachers regarding academic and instructional needs and assessment.*

5. P.S. 8 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:

- a. *The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –*
 - i. *The State's academic content standards;*
 - ii. *The State's student academic achievement standards;*
 - iii. *The State and local academic assessments including alternate assessments;*
 - iv. *The requirements of Title I, Part A;*
 - v. *How to monitor their child's progress; and*
 - vi. *How to work with educators.*

- b. **P.S. 8 will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:**
 - 1. *Providing parent workshops and courses dealing with computer training*
 - 2. *Meetings and workshops designed to meet the specific literacy needs of parents of ELLs*
 - 3. *Workshops to assist parents with strategies to help students achieve*
 - 4. *Providing information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practical, in a language that parents can understand;(School Assessment Team [SAT], Parent Coordinator, Parent Workshops for OT & IEP information, and NY State Testing Information)*

- c. **P.S. 8 will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:**
1. *Provide staff with professional development regarding effective strategies and techniques in engaging parents and increasing parental involvement*
 2. *Utilize the PTA Executive Board and SLT to help build strong ties and relationships between parents and school staff*
 3. *Provide to parents of participating children information in a timely manner about programs that include a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet. (Parent Workshops for explanation of the new format for the 2011 NY State ELA & MATH Exams)*
- d. **P.S. 8 will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:**
1. *Reading Volunteers*
 2. *Open School Week*
 3. *Food Festivals*
 4. *Holiday Events*
 5. *Special Classroom Assemblies*
 6. *Parents as Assembly Presenters*
- e. **P.S. 8 will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:**
1. *School letters, notices and invitations are sent home in English as well as translated into home languages*
 2. *ELL students are provided with native language letters for school events*
 3. *Translation service information is posted in the school lobby in the appropriate native languages*
 4. *Student Progress Notification for Parents*
 5. *PTA Newsletters & SLT Newsletters*

Part III

Adoption

Department of Education of the City of New York

Public School 8

The Shirlee Solomon Great Kills School 100 Lindenwood Road Staten Island New York, 10308

Lisa Esposito

Virginia Guido

Principal

Assistant Principal

Phone (718) 356-2800

Fax (718) 356-2065

This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the SLT/PTA.

This policy will be adopted by P.S. 8 on **1/25/11** and will be in effect for the period of the 2010-2011 school year. The school will distribute this policy to all parents of participating Title I Part A children on or before February 1, 2011.

Principal's Signature: _____

Date _____

School Parent Compact

The P.S. 8, The Shirlee Solomon Great Kills School parents of the students participating in activities, services and programs funded by Title I, Part A for No Child Left Behind act of 2001, agree that this compact outlines how the parents, the entire staff and the student will share

the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during the 2010-2011 school year.

School Responsibilities

The P.S. 8, The Shirlee Solomon Great Kills School will:

Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- *Our Literacy Program adheres to the concepts of Comprehensive Literacy, which includes the Reading strands of Read Aloud, Shared Reading, Guided Reading, Literature Circles and Independent Reading.*
- *Instruction is administered through the workshop model within a 120 minute block. Teachers and students utilize leveled classroom libraries including fiction and non-fiction materials that are available in our Literacy lending library.*
- *Instruction focuses on representation and the development of metacognitive strategies as our children make text to self, text and world connections.*
- *Units on test sophistication are designed to assist students in improving literacy achievement on standardized tests.*
- *A Book of the Month selection provides texts for common discussions and an arena to express individual or class responses through a multitude of writing genres and artistic expression.*
- *Assessment in literacy includes running records, conferencing, teacher generated Acuity assessments, EPAL, TCRWP, and City and State Assessments.*
- *Data derived from the fore mentioned provides implications for instruction, differentiation, and professional development.*
- *Extended day is mandated for students at risk, and an enrichment program is also provided for all students.*
- *Extended day is also provided on a volunteer basis upon parent request.*
- *A K-5 AIS period is built into the school's schedule*
- *After school enrichment programs are given for NY State Test Prep, Culinary Lessons, Dance, Gardening, Robotics, and Scrapbooking-Writing connections.*
- *All literacy activity is supported and advanced by the work of support teachers, will provide reliability to the implementation of the Voyager Passport Program, EPAL, TCRWP, Grades 3, 4, and 5 AIS intervention. Foundations, and Earobics programs also provide academic intervention.*
- *Our SETSS program utilizes the Wilson program for those students in need.*

- *In the coming year we strive to improve the use of our leveled libraries and our independent reading program. We will continue to improve our instruction from skills based to strategy oriented in order to strengthen student reading capacity.*
- *Through professional development, we will continue to familiarize our teachers with the variety of literacy materials available to them so as to maximize students use.*
- *Using benchmarks from periodic assessments such as Acuity, we will address student deficiencies through a Reading Intervention teacher and the Voyager Passport program as well as small group intervention strategies using needs assessments; Math, Larson's Math, Earobics, Passport and the Wilson Program.*
- *We intend for this reading support to further literacy instruction to struggling students especially in the early childhood grades.*
- *An important part of the Literacy Block is the implementation of the Writer's Workshop and its execution through Units of Study.*
- *We have been guided by the Teacher's College Units of Study in all grades and strive to implement these units to a greater degree in the building.*
- *Published work is permanently kept in standard based portfolios.*
- *Math instruction is guided by the adherence to City and State Math Standards. The Everyday Math program is used from grades Kindergarten to 5. This program and its extensions are executed in a 60 minute block in grades Kindergarten to Grade 2 and in a 75 minute block in grades 3, 4 and 5.*
- *Family Math Night is also conducted in the Spring.*
- *Multiple strategies are taught for all operations and problem solving through a cyclical approach. Teachers are cognizant of areas of introduction, emersion and mastery. Conceptual understanding is lined heavily to thinking strategies are connected to writing in order to make students adept at verbal and written expression.*
- *The Workshop Model is adapted so as to be used within the Everyday Math format. Test sophistication is included in the overall pacing calendar so as to adhere to instruction with the test strategies embedded on a regular basis.*
- *Math assessment includes teacher-generated tests, teacher observations and conferencing, Everyday Math assessments, Acuity Math Predictives and Scantron Performance Series Assessment and City and State assessments.*
- *Teachers organize all assessments within an assessment binder in order to have student data readily available for interpretation for instructional guidance to meet student needs. Teachers will monitor their students' progress through portfolio collection.*
- *Academic Intervention Services are provided to meet the needs of all students who require additional assistance to meet the State Standards in content areas.*

The goal of New York City's Children's First Reform initiative is to create a system of outstanding schools where effective teaching and learning is a reality for every teacher and child. If children are to achieve their highest potential, they must have effective classroom instruction and access to appropriate support and environmental conditions.

- *Student Support Services plays a pivotal role in making this happen by developing and coordinating support services that promote safe, healthy, and nurturing learning communities in which students can succeed academically. Student Services encompass the Support Services Providers, School Assessment Team, Secretaries and School Aides.*
- *The Support Services Providers include providers of mandated services and at-risk services to include guidance counselor, speech therapist, occupational therapists, physical therapist and paraprofessionals. The Guidance Counselor also conducts guidance lessons and coordinates student services in the school. The speech therapist and occupational therapist fulfill mandates required by Individualized Education Plans. These service providers attend monthly student progress team meetings and share their expertise when consulting with teachers and parents.*
- *The school guidance counselor offers conflict resolution on an ongoing basis.*
- *The school Social Worker provides at risk intervention, also on an ongoing basis.*
- *The PPT/Intervention Team is a proactive group of professionals who look at the whole child and over time provide all students and teachers with the necessary tools to support learning in the classroom. The focus of the team is to assess student academic, social and emotional progress, recommend and provide interventions, evaluate progress toward goals, adapt and modify interventions, follow up with parents and teachers and to maximize all resources to the fullest extent possible. The team consists of administrators, teachers, guidance counselor and SAT. They meet on a regular basis to assess student progress, articulate with classroom teachers and set benchmarks to monitor each student's progress toward meeting academic and behavior standards.*

Hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

- *Parent-Teacher conferences will be held November 2010 and March 2011, as scheduled by Department of Education.*
- *Classroom teachers will be available during these same times to discuss individual child's progress*
- *IEP meetings are conducted for students annually or on an as needed basis.*
- *During the Parent-Teacher conferences, the Parent Coordinator will host meetings at timed intervals to accommodate parents discuss the Compact and how it impacts them and their child.*
- *Parent Coordinator provides a center for ARIS Parent Link and School Surveys during the Spring Conferences*
- *Parent Coordinator is available throughout the day for any concerns*

Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

- *In addition to the scheduled parent-teacher conferences, Title I teachers will periodically send home to parents benchmark assessment results.*
- *These will be sent after each interim assessment (ITA or Predictive) and before major school recesses.*

- *These results will include an individual child's progress in Literacy and Math as determined by benchmark assessment in the individual programs they are assigned based on their individual needs.*
- *Also, teachers will be available for conferencing with parents on an as needed basis (including requests by notes or phone).*
- *ARIS Parent Link, report cards (2 times for Kindergarten and 3 times for grades 1-5)*
- *Pre-K progress reports are distributed twice a year.*
- *Acuity result notification, sent out as soon as ITA and/or Predictive results are available.*
- *IEP Progress reports.*
- *Student Progress Notification Report for Parents*

Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- *A Parent Orientation will be held in mid September.*
- *In September, teachers will host separate orientation Curriculum Conferences during the dates and times of the regular class Curriculum Conferences.*
- *At these conferences, parents will have the opportunity to volunteer to help out in their child's classrooms.*
- *Parent Reading volunteers*
- *Open School week access to classroom visitations*
- *SLT, PTA, PTC, and Parent Workshops*
- *A Kindergarten Tea is held in the Spring, immediately following registration.*

Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

- *PTA provides numerous committees for parents to be involved in .*
- *Special Class Events*
- *Class Trips*
- *Open School Week*
- *School Assembly Committees*
- *Parent Coordinator is available during and after school hours for any concerns or updates of their child's progress.*
- *Parent Coordinator has a cell phone which number is accessible to the parents until 10pm.*
- *Parents are invited to participate in their child's classroom plays and be involved in the background, creating costumes, printing and designing the programs.*

- *Classroom mothers are available for each classroom which enable them to participate in such events as birthday, assemblies, holiday parties.*
- *We have an annual Holiday Fair, Book Fair, and a Spring Fair that parents organize and host.*
- *We conduct an Open School Week in the fall which enables parents to sit in on the classroom and observe the teacher.*
- *Parent Reading Volunteers*
- *Kindergarten Tea*

Parent Responsibilities

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

- *Supporting my child's learning by making education a priority in our home by:*
- *Making sure my child is on time and prepared everyday for school;*
- *Monitoring attendance;*
- *Talking with my child about his/her school activities everyday;*
- *Scheduling daily homework time;*
- *Providing an environment conducive for study;*
- *Making sure that homework is completed;*
- *Monitoring the amount of television my children watch;*
- *Volunteering in my child's classroom;*
- *Participating, as appropriate, in decisions relating to my children's education;*
- *Promoting positive use of my child's extracurricular time;*
- *Participating in school activities on a regular basis;*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate;*
- *Reading together with my child everyday;*
- *Providing my child with a library card;*
- *Communicating positive values and character traits, such as respect, hard work and responsibility;*
- *Respecting the cultural differences of others;*
- *Helping my child accept consequences for negative behavior;*
- *Being aware of and following the rules and regulations of the school and district;*
- *Supporting the school discipline policy;*
- *Express high expectations and offer praise and encouragement or achievement;*

Student Responsibilities

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

- *Attend school daily and arrive on time*
- *Come to school with all the necessary tools for learning (pens, pencils, books, etc.)*
- *Be honest and respectful of myself and others*
- *Follow all school and class rules*
- *Do homework everyday and ask for help when needed*
- *By giving our parent or guardian all notices and information we receive at school every day*
- *Follow the DOE discipline code of conduct.*

Adoption

Department of Education of the City of New York

Public School 8

The Shirlee Solomon Great Kills School 100 Lindenwood Road Staten Island New York, 10308

Lisa Esposito

Virginia Guido

Principal

Assistant Principal

Phone (718) 356-2800

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This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the SLT/PTA.

This policy will be adopted by P.S. 8 on **1/25/11** and will be in effect for the period of the 2010-2011 school year. The school will distribute this policy to all parents of participating Title I Part A children on or before February 1, 2011.

Principal’s Signature: _____

Date _____

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. ***A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.***

The findings of the P.S. 8 2008-2009 Progress Report result in the identification of several priorities for improving student performance:

The student performance data at PS 8 determines a need to improve skills in English Language Arts with a strong concentration in writing and reading comprehension. The literary response elements include identification and evaluation of the setting, drawing conclusions, distinguishing fact and fiction, making inferences about the events and characters with an emphasis on life experiences to understand and compare literature. The writing response elements including using details from the story to predict, explain, or show the relationship between information, and events, expressing opinions and making judgments that demonstrate a personal point of view, observing the rules of punctuation, capitalization, and spelling, using the correct grammatical construction.

These trends in English Language Arts are evident by the results of the New York State ELA (09) Exam, and the ELA Predictive Assessments from winter '10. The results are analyzed by the teaching staff, the administration, the instructional team and inquiry team. These results are used to develop professional development, inform parents on student progress, improve instruction, develop and differentiated instruction, create inquiry subgroups on each grade level, and facilitate improved writing skill strategies across the grades.

According to our school's 2008-2009 Progress Report, last year's performance rate for all tested students in grades 3 to 5 in ELA at P.S. 8 was 90.8%. This rate falls 7.1% below the projected results based on our demographics.(Compared to our school's peer horizon group average of 97.9%).

2. ***Schoolwide reform strategies that:***

- a) ***Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.***
- b) ***Use effective methods and instructional strategies that are based on scientifically-based research that:***
 - o ***Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.***
 - o ***Help provide an enriched and accelerated curriculum.***

- **Meet the educational needs of historically underserved populations.**
- **Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.**
- **Are consistent with and are designed to implement State and local improvement, if any.**

In order to improve student achievement, address equity, and meet individual student needs, P.S. 8 is using the following schoolwide programs:

- ❖ *After-School Enrichment Academy for Math and Literacy and the Arts.*
- ❖ *A.I. S. (Academic Intervention Service) period implemented into the school's daily schedule.*
- ❖ *Parent Reading Volunteers*
- ❖ *Daily Common planning periods for all grades*
- ❖ *Full-time Coach*
- ❖ *Intensive Professional Development with faculty and staff through:*
- ❖ *Faculty conferences*
- ❖ *Monthly Grade meetings*
- ❖ *Classroom Visitations*
- ❖ *UFT*
- ❖ *Lunch/learn*
- ❖ *Focus groups*
- ❖ *America's Choice Writing Program*
- ❖ *Lucy Caulkins' Writing Program*
- ❖ *Writing Fundamentals Program*
- ❖ *Reading Streets Balanced Literacy Program (for grades 4 and 5)*
- ❖ *Math Enrichment Computer programs for High Level Learners*
- ❖ *In-House UFT Teacher Resource Center*
- ❖ *Scantron: Educational-Performance Assessment Profile*
- ❖ *High School Foreign Language Tutors*
- ❖ *School wide Recycling Program connected to Science, English Language Arts, and Math.*
- ❖ *Study groups in differentiation of instruction.*
- ❖ *Early Childhood Reading Grant (Staten Island Foundation)*
- ❖ *Expansion of the Extended Day Program for high achieving students.*
- ❖ *Updating curriculum mapping across the grades for seamless instructional program.*

- ❖ *Improving instruction for special education students by increasing opportunities for inclusion into the general education program.*
- ❖ *Providing intensive professional development training for special education teachers in specialized strategies (i.e. Differentiated Instruction ;Orton- Gillingham;, Souday- Wilson).*
- ❖ *Classroom management techniques (Applied Behavioral Management, and Behavioral Intervention Planning) to meet the needs of our special population.*
- ❖ *Continuous implementation of NYC Passport's Voyager Program (K-3) for At-Risk pupils.*
- ❖ *Utilizing part-time AIS teachers, an IEP teacher, and a SETSS specialist for support within the classroom setting.*
- ❖ *Meetings on a weekly basis or as needed (SAT 201 Report Analysis); (Pupil Personnel/Intervention Team) to ensure pupils are participating in the Least Restrictive Environment (LRE).*
- ❖ *Instructional Team Meetings.*
- ❖ *Weekly Inquiry Teacher Team Meetings*
- ❖ *Inquiry Team goal setting charts.*

3. ***Instruction by highly qualified staff.***

All teachers are certified in the field that they are teaching.

Current strategies for implementing training our faculty and P.S. 8 community are:

- Paraprofessional training
- Ongoing professional development of staff members
- Parent workshops conducted by the school's Parent Coordinator
- Teacher Team Meetings
- Faculty Conferences
- Student Assessment Teams (SAT)
- Pupil Progress Intervention Team (PPT)
- Support of School Leadership Team (SLT)
- Professional Library
- IEP review conferences with parents, teachers, and the school's SAT Team
- Daily Instructional Team cabinet meetings
- Special Education Support Group
- Inclusion of special needs pupils within the general education setting
- CEP committee

4. ***High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.***

Our professional development plans will be based on the areas defined in our school's needs assessment. All staff will attend training designed to improve the achievement of all students in reading and writing. Other professional development will include the analysis of students' test scores, portfolio evaluation, interpreting data in current ELA & Math assessments in order to target the strengths and weaknesses of individual students.

5. ***Strategies to attract high-quality highly qualified teachers to high-need schools.***

Public School 8 posts positions on the open hire transfer market system. Resumes received from this system are reviewed by the principal. Our school also consults the RMS system and attends job fairs in order to find qualified candidates who are then interviewed by the principal.

6. ***Strategies to increase parental involvement through means such as family literacy services.***

Our school conducts parent surveys that provide information regarding parental involvement and parent training needs. We also review our written parent involvement policies annually. Our PTA has a variety of activities planned to encourage parents to volunteer and serve on school committees.

Our parent coordinator has assumed a vital role in our school and in our work towards achieving our goal. She participates in meetings each morning with the school administrators in order to keep current on all school activities. She is a constant presence in all PTA meetings and events. She coordinates and presents "Parent Engagement" workshops on a variety of relevant topics for all parents. Staff members, coaches, and administrators have also presented school related workshops for parents.

At the requests of parents, our parent coordinator provides opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school responds to any such suggestions as soon as possible including ARIS Parent-Link which provides parents an individual student report about the performance of their child on the state assessment in English Language Arts and Math.

On a daily basis, the parent coordinator monitors the parents' use of ARIS Parent-Link and encourages them to review the current data from this link.

The Parent Coordinator has provided a direct contact/conferencing opportunity during arrivals and dismissals, semiannual parent teacher conferences, phone calls during school hours, and cell phone availability after school hours.

Our school's Parent Coordinator conducts monthly workshops that address new designs and strategies for successful test taking.

7. ***Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.***

An inter-visitation program has been established with the area pre-schools to introduce pre-school children to all P.S. 8 has to offer. Our teachers work together during joint professional development to plan curriculum. The administration of P.S. 8 has developed close relationships with the administrators of the local pre-schools. Communication between the community pre-schools and P.S. 8 administrators is frequent in order to ease pre-school children and their parents into the kindergarten program. An orientation tea is conducted in the spring to acquaint the potential kindergarten parents with the teachers and the policies of P.S. 8

8. ***Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.***

Teachers are involved in both formal and informal assessments of student work. Formal test data is analyzed during professional development periods, common grade preparation periods, and staff meetings. Teachers meet by grade level to evaluate samples of student work. All staff members are involved in the compilation and evaluation of student portfolios.

9. ***Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.***

Students are assisted in meeting state standards using interventions such as small group instruction, academic intervention plans and services, extended day, programs such as Larson's Math, Wilson, Passport/Voyager, and Foundations.

P.S. 8 also offers after school programs that incorporate test prep skills into diverse programs like Gardening Club, Culinary Class, Dance, Scrapbooking, Math/Reading, and Lego-Robotics

10. ***Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.***

Our Title 1 funding will be combined with additional funding to lower class size and provide services for AT Risk students. Academic Intervention Services are provided to those children in need and professional development is offered to teachers in order to aid in their support of struggling students.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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¹ **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

² **Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program

	<i>(i.e., Federal, State, or Local)</i>	in the Schoolwide Program (✓)			<i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal			X			
Title I, Part A (ARRA)	Federal	X			\$121,507.00	x	
Title II, Part A	Federal	X			\$24,508.00	x	
Title III, Part A	Federal			x			
Title IV	Federal			x			
IDEA	Federal			x			
Tax Levy	Local	x			\$1,876,613		

-
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
 - **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
 - **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

