



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** PUBLIC SCHOOL 8

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 31R008

PRINCIPAL: LISA ESPOSITO      EMAIL: [LESPOSI2@SCHOOLS.NYC.GOV](mailto:LESPOSI2@SCHOOLS.NYC.GOV)

SUPERINTENDENT: ERMINIA CLAUDIO

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

| Name              | Position and Constituent Group Represented   | Signature |
|-------------------|--|-----------|
| Lisa Esposito     | *Principal or Designee   |           |
| Susan Adams       | *UFT Chapter Leader or Designee  |           |
| Mark D’Avino      | *PA/PTA President or Designated Co-President   |           |
|                   | DC 37 Representative, if applicable  |           |
|                   | Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> ) |           |
|                   | CBO Representative, if applicable  |           |
| Karen Bloom       | Member/  |           |
| Ilana Possner     | Member/  |           |
| JoAnn Hotaling    | Member/  |           |
| Lillian Cipoletti | Member/  |           |
| Joan Williams     | Member/  |           |
| Daniela Schroeder | Member/  |           |
| Christine Lamorte | Member/  |           |

## DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, **ESCA, or JIT**), **state and school assessment results, attendance records, inquiry team work, etc.**
- ***Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.***
- ***Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.***



## ANNUAL GOAL #1 AND ACTION PLAN

*Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.*

### Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

***By June 2012, teachers will develop units of study through curriculum mapping that supports 95% of students participation who will effectively read for information and formulate written and oral opinions.***

### Comprehensive needs assessment

- ***Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.***
- ***Students will refine oral and communication skills based on CFN 604 and chancellor's initiatives.***

### Instructional strategies/activities

- ***Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:***
  - strategies/activities that encompass the needs of identified student subgroups,***
  - staff and other resources used to implement these strategies/activities,***
  - steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,***
  - timeline for implementation.***

***The Instructional Team and Lead Teachers of P.S. 8 will provide professional development to faculty. Ongoing assessments to assist students in developing opinions including Scrantron Performance Series, TCRWP, Periodic Assessments and Teacher made assessments.***

- ***Teachers conference notes.***
- ***Data analysis to create target groups, identifying students' strengths and weaknesses***
- ***Facilitation of accountable talk/Acadmic rigor***
- ***Grade Specific rubrics.***
- ***Differentiation of instructional practices.***

### Strategies to increase parental involvement

- ***Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.***

***Parent workshops for support at home, including internet resources; on going data sharing through parent letters, SLT Newsletter.***

### Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

***Teachers at P.S. 8 receive specific, on going teacher training and professional development to effectively plan units of study that will help us achieve our goal.***

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

***Contract for Excellence, Foundation Grant 33, After-School Enrichment Program.***

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

***Tax Levy Funding, CFN 604 Deputy of Instruction, Cluster Teachers, Lead Inquiry Team, Grade Leaders, Administrators, Teacher Teams.***

## ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

***By June 2012, student attendance will increase at least by 0.2% to reach 94.4%, through the implementation of the established school attendance procedures and consistent parental notification.***

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

***As indicated on 2010-2011 Progress Report.***

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
  - ***PTA Newsletter***
  - ***Ongoing Parent Coordinator contact***
  - ***Standard Policies on attendance as listed in the school handbook***
  - ***Motivational assemblies for students with perfect attendance/class incentives (i.e., Pizza parties, movie day, etc.)***
  - ***District Attendance Coordinator (home visits)***
  - ***Weekly letters to parents of students with chronic absenteeism***
  - ***School attendance teacher***
  - ***School attendance coordinator***
  - ***Parent workshops***

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

***Attendance letters sent home regularly; home contact by Parent Coordinator and District Attendance Coordinator, parent workshops, \*SLT Newsletter.***

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

***Teachers at P.S. 8 are highly qualified professionals who receive ongoing professional support from school administration and CFN Network through meaningful on-going professional development conducted both in-house and on a district level in order to encourage increased student attendance.***

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

***UPK Program, Violence and Bullying Prevention; School Attendance Incentive Program.***

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

***CFN 604, Network, Teacher Teams, Attendance Coordinator, Parent Coordinator, Grade Leaders, District 31 Attendance Officer, Instructional Team, Inquiry Team, Pupil Progress Team, Tax Levy Funding.***

### ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

***By June 2012, 75% of all students tested on TCRWP will increase independent reading by one level.***

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Based on TCRWP data collected 2010-2011, students are identified by quarterly monitoring for results.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups
  - b) staff and other resources used to implement these strategies/activities
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities
  - d) timeline for implementation

**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.**

- ***Utilize and evaluate data to differentiate instructional and revise lesson plans and curriculum mapping during common planning periods based on the most current data results on a monthly basis.***
- ***Vertical alignment of sub-skills in curriculum maps, created through use of conference notes and Monitoring for Results.***
- ***Technology in the classroom with teacher support to open communication between student achievement levels and data driven instruction through technology***
- ***Teacher teams will look at student work to develop inquiry target groups and set benchmarks.***

#### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- - ***Parent workshops in data interpretation, test prep strategies, periodic assessments, and related on line services during 2011/2012; ARIS***
  - ***After-School Enrichment Academy programs for Fall 11/ Spring 12***
  - ***Voluntar/Involuntary pupil admission into the extended day program***
  - ***PTA Newsletter***
  - ***SLT Newsletter***

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

***Teachers at P.S. 8 are highly qualified and receive ongoing professional development and teacher support from CFN 604 and school administration.***

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

***CFN Network assistance, Councilman Funding, Foundation Grant 33, Contract for Excellence.***

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

***Tax Levy Funding, Grant Committee, Inquiry Team, CFN 604, Network, Cluster Teachers, Grade Leaders, SETSS Teacher.***

## ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #4**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

## ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #5**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

|           | <b>ELA</b>                         | <b>Mathematics</b>                 | <b>Science</b>                     | <b>Social Studies</b>              | <b>At-risk Services: Guidance Counselor</b> | <b>At-risk Services: School Psychologist</b> | <b>At-risk Services: Social Worker</b> | <b>At-risk Health-related Services</b> |
|-----------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|---|--|--|--|
|           | <b># of Students Receiving AIS</b>          | <b># of Students Receiving AIS</b>           | <b># of Students Receiving AIS</b>     | <b># of Students Receiving AIS</b>     |
| <b>K</b>  | 13                                 | 13                                 | N/A                                | N/A                                | 2   | 0  | 1                                      | 0                                      |
| <b>1</b>  | 11                                 | 11                                 | N/A                                | N/A                                | 1   | 0  | 1                                      | 0                                      |
| <b>2</b>  | 11                                 | 10                                 | N/A                                | N/A                                | 2   | 0  | 0                                      | 0                                      |
| <b>3</b>  | 29                                 | 29                                 | N/A                                | N/A                                | 3   | 0  | 0                                      | 0                                      |
| <b>4</b>  | 24                                 | 24                                 | 0                                  | 0                                  | 1   | 0  | 0                                      | 1                                      |
| <b>5</b>  | 26                                 | 26                                 | 14                                 | 0                                  | 2   | 0  | 2                                      | 0                                      |
| <b>6</b>  |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>7</b>  |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>8</b>  |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>9</b>  |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>10</b> |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>11</b> |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>12</b> |                                    |                                    |                                    |                                    |   |  |  |  |

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

| Name of Academic Intervention Services (AIS) | Description   |
|--|---|
| ELA  | <p><b>All programs are incorporated into the school day.</b></p> <p><b>Small group instruction to help struggling readers get explicit instruction needed to develop reading skills.</b></p> <p><b>Small group instruction to teach organized writing skills, including argumentation and persuasion.</b></p> <p><b>Small group word study program using phonics, vocabulary and spelling instruction.</b></p> <p><b>Small group instruction of comprehension skills such as cause and effect, drawing conclusions, etc.</b></p> <p><b>Small group instruction to teach the students how to independently use reading strategies, such as questioning, synthesizing, etc.</b></p> |
|  | <p><b>All programs are incorporated into the school day.</b></p> <p><b>Small group instruction to provide students with guided practice in specific content areas.</b></p> <p><b>Tutorial program that allows students to work on skills at their own level.</b></p> <p><b>Small group instruction to provide differentiated practice of math skills.</b></p> <p><b>Small group or one to one instruction to provide alternative activities to re-teach a concept/skill.</b></p> <p><b>One to one instruction to allow students to work a concrete level to develop understanding of concept.</b></p>   |
| Science                                      | <ul style="list-style-type: none"> <li>➤ <b>Small group instruction to provide guided practice in the content area of science.</b></li> <li>➤ <b>Test prep using prior state tests: NY State and Test Ready Science instruction.</b></li> <li>➤ <b>Additional push-in periods for academic intervention.</b></li> <li>➤ <b>Differentiated instruction strategies, hands on activities, visuals, manipulatives, Collaborative efforts between the classroom teachers and science teachers.</b></li> </ul>  |
| Social Studies                               | <p><b>Small group instructions</b></p> <p><b>Additional push-in period Academic intervention.</b></p> <p><b>Differentiated instruction is given and collaborative classroom teachers.</b></p>   |

|   |  |
|---|--|
| <b>At-risk Services provided by the Guidance Counselor</b>  | <b>At risk counseling to address bereavement issues, bullying, peer mediation, conflict resolution, and academic concerns.</b>   |
| <b>At-risk Services provided by the School Psychologist</b> | <b>As needed for crisis intervention and coordination with parents.</b>  |
| <b>At-risk Services provided by the Social Worker</b>       | <b>Crisis Intervention: At risk counseling once to three times a week to address social emotional behaviors which can effect academic performance and to help prevent evaluation/referral for these issues. Services are provided during regular school hours.</b> |
| <b>At-risk Health-related Services</b>                      | <b>As needed for health emergencies, chronic conditions, injuries and IEP mandated health services.</b>  |



**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

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

|  |                    |                              |                          |
|--|--------------------|------------------------------|--------------------------|
| Cluster Leader/Network Leader <b>Jose Ruiz/Richard Gallo</b> | District <b>31</b> | Borough <b>Staten Island</b> | School Number <b>008</b> |
| School Name <b>The Shirlee Soloman School</b>                |                    |                              |                          |

### B. Language Allocation Policy Team Composition [?](#)

|  |   |
|--|---|
| Principal <b>Lisa Esposito</b>                           | Assistant Principal <b>JoAnn Hotaling</b>   |
| Coach <b>N/A</b>   | Coach <b>N/A</b>                            |
| ESL Teacher <b>Julie Maltese</b>                         | Guidance Counselor <b>Joseph Pagliaro</b>   |
| Teacher/Subject Area <b>Karen Bloom/Test Coordinator</b> | Parent <b>N/A</b>                           |
| Teacher/Subject Area <b>N/A</b>                          | Parent Coordinator <b>AnnMarie Cardillo</b> |
| Related Service Provider <b>N/A</b>                      | Other <b>N/A</b>                            |
| Network Leader <b>N/A</b>                                | Other <b>N/A</b>                            |

### C. Teacher Qualifications [?](#)

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

|  |          |  |          |  |          |
|--|----------|--|----------|--|----------|
| Number of certified ESL teachers   | <b>1</b> | Number of certified bilingual teachers   | <b>0</b> | Number of certified NLA/foreign language teachers              | <b>0</b> |
| Number of content area teachers with bilingual extensions                    | <b>0</b> | Number of special education teachers with bilingual extensions   | <b>0</b> | Number of teachers of ELLs without ESL/bilingual certification | <b>0</b> |
| Number of teachers who hold both a bilingual extension and ESL certification | <b>0</b> | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | <b>0</b> |  |          |

### D. School Demographics

|                                    |            |                      |          |   |              |
|------------------------------------|------------|----------------------|----------|---|--------------|
| Total number of students in school | <b>419</b> | Total Number of ELLs | <b>7</b> | ELLs as share of total student population (%) | <b>1.67%</b> |
|------------------------------------|------------|----------------------|----------|---|--------------|

## 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 451 students, 419 of the students are in grades K -5. Seven students, approximately 1.67 % of the student population are eligible for English as a Second (ESL) services. P.S. 8 is dedicated to properly identifying, testing, and serving our 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. If a student is a new entry Spanish-speaking student and scores below the cut scores on the LAB-R, then the Spanish LAB-R is administered during the same testing period in order to determine language dominance; however the Spanish Lab-R is not used to determine entitlement.

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 available: ESL, Transitional Bilingual (TBE), and Dual Language (DL).

At the orientation parents view a video in their 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. The selection placements are entered into ATS, EPIC screen.

P.S. 8 has a Free-standing ESL program only at this time due to low ELL enrollment in the same grade and native language. If the parents choose TBE or DL we inform the parent their choice may be available at different sites. As per the parent choice, if their language choice and program is available, a transfer will be put into effect. If the parents wish to keep their child at P.S. 8 the student is placed in an ESL program; the parent is informed that if enough students enroll in their child's grade and also have the same native language a DL or TBE program will be created in the future.

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 TBE is selected for that student. Program selection forms show that most parents request the Free-standing program; therefore the 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, and/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

Page 18

K  1  2  3  4  5

6  7  8  9  10  11  12

**This school offers (check all that apply):**

|  |                                      |                          |                               |
|--|--------------------------------------|--------------------------|-------------------------------|
| Transitional bilingual education program | Yes <input checked="" type="radio"/> | No <input type="radio"/> | If yes, indicate language(s): |
| Dual language program                    | Yes <input checked="" type="radio"/> | No <input type="radio"/> | If yes, indicate language(s): |

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

| ELL Program Breakdown  |   |   |   |   |   |   |   |   |   |   |    |    |    |         |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|---------|
|  | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total # |
| <b>Transitional Bilingual Education</b><br>(60%:40% → 50%:50% → 75%:25%) |   |   |   |   |   |   |   |   |   |   |    |    |    | 0       |
| <b>Dual Language</b><br>(50%:50%)  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0       |
| <b>Freestanding ESL</b>  |   |   |   |   |   |   |   |   |   |   |    |    |    |         |
| <b>Self-Contained</b>  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0       |
| <b>Push-In</b>   | 1 | 1 | 2 | 2 | 0 | 1 |   |   |   |   |    |    |    | 7       |
| <b>Total</b>   | 1 | 1 | 2 | 2 | 0 | 1 | 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             | 2 |
| 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        | 2                 |                  |          |                   |                                    |          |                   | 7        |
| <b>Total</b>  | <b>7</b>          | <b>0</b> | <b>2</b>          | <b>0</b>         | <b>0</b> | <b>0</b>          | <b>0</b>                           | <b>0</b> | <b>0</b>          | <b>7</b> |

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

**C. Home Language Breakdown and ELL Programs**

**Transitional Bilingual Education**

| Number of ELLs by Grade in Each Language Group |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
|  | K        | 1        | 2        | 3        | 4        | 5        | 6        | 7        | 8        | 9        | 10       | 11       | 12       | TOTAL    |
| Spanish  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| 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        |
| <b>TOTAL</b>                                   | <b>0</b> |

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

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

**This Section for Dual Language Programs Only**

|   |                                    |                  |
|---|------------------------------------|------------------|
| Number of Bilingual students (students fluent in both languages): | Number of third language speakers: |                  |
| Ethnic breakdown of EPs (Number):                                 |                                    |                  |
| African-American: ____  | Asian: ____                        | Hispanic/Latino: |
| Native American: ____   | White (Non-Hispanic/Latino): ____  | Other:           |

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

|              | K        | 1        | 2        | 3        | 4        | 5        | 6        | 7        | 8        | 9        | 10       | 11       | 12       | TOTAL    |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Spanish      |          | 2        |          |          | 1        | 1        |          |          |          |          |          |          |          | 4        |
| Chinese      | 1        |          |          | 1        |          |          |          |          |          |          |          |          |          | 2        |
| Russian      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Bengali      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Urdu         |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Arabic       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Haitian      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| French       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Korean       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Punjabi      |          |          | 1        |          |          |          |          |          |          |          |          |          |          | 1        |
| Polish       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Albanian     |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Other        |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| <b>TOTAL</b> | <b>1</b> | <b>2</b> | <b>1</b> | <b>1</b> | <b>1</b> | <b>1</b> | <b>0</b> | <b>7</b> |

# 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic

## A. Programming and Scheduling Information

content areas and accelerate English language development?

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

ESL services are provided as a combination of push-in, pull-out. A push-in model is used for ELLs that can perform on or approaching 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. A pull-out model is used when some ELLs need individualized instruction and differentiated lessons to meet their needs. It may also be used when students are in various classrooms, however on the same ESL level.

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 scaffolds instruction. In order to maximize English acquisition for ELLs, the ESL teacher and classroom teacher coordinate their efforts during ELA blocks as often as possible. In addition, all teachers ensure there is an emphasis on grade level vocabulary with pictures to enrich language development, and also help ELLs gain a better understanding of the content.

ELLs are evaluated in their native language whenever feasible. The Spanish Lab-r is available for new Spanish speaking students who meet the requirements. New York State tests for grades 3-5 are ordered in students native languages when required. The ESL teacher works closely with the test coordinator to insure ELLs are appropriately evaluated in their Native language.

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 New York State English as a Second Language Achievement Test (NYSESLAT) scores and Language Assessment and Battery-Revised (LAB-R) scores. The ESL teachers must provide a schedule listing when the students are serviced. The ESL teacher also keeps attendance in SESIS for students with IEPs.

This year P.S. 8 student's eligible for ELL services are comprised of different levels. We have four beginners and one Intermediate student who receive 360 minutes of services a week. Two students are at an advanced level. The students at an advanced level receive 180 minutes of service each week. Zero students are SIFE, all seven 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.

### Courses Taught in Languages Other than English ⓘ

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

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

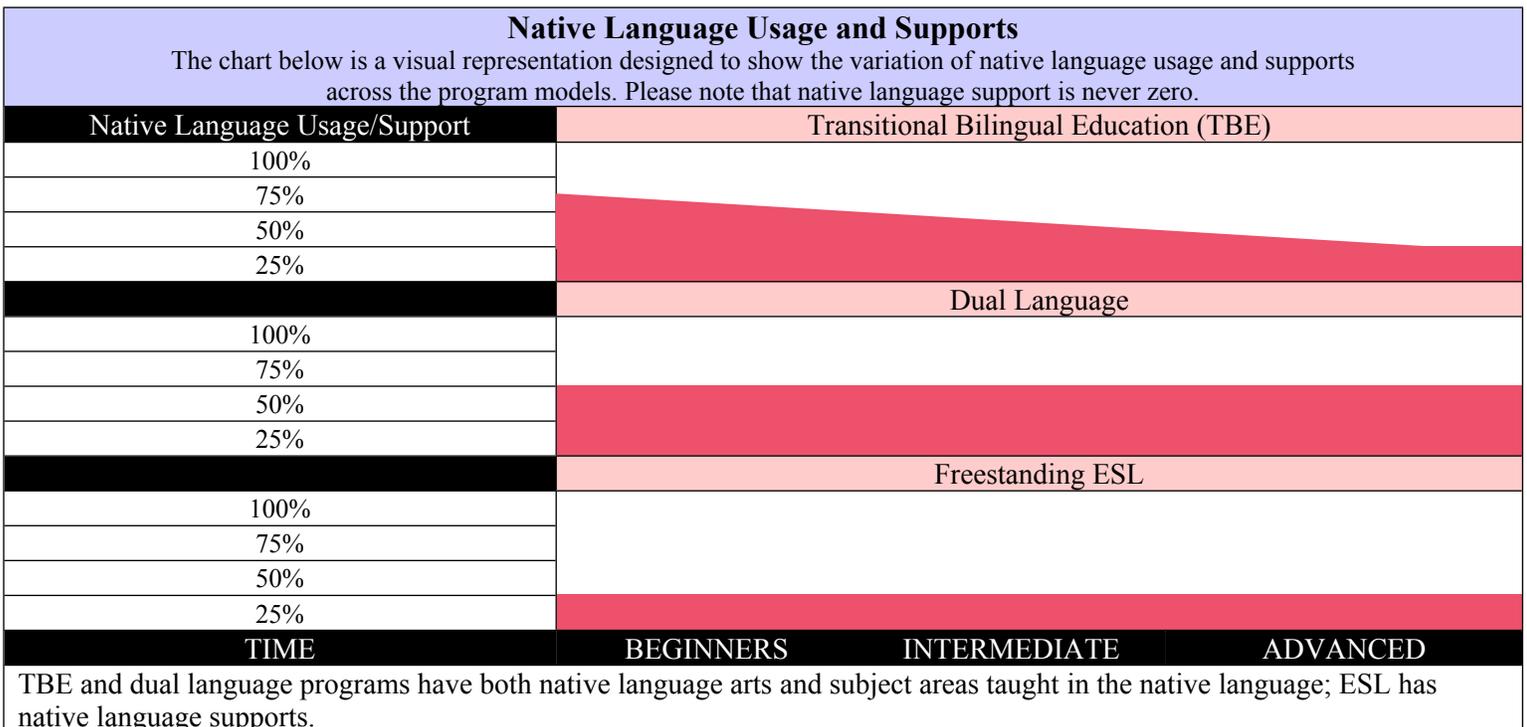
| Class/Content Area   | Language(s) of Instruction | Class/Content Area | Language(s) of Instruction |
|----------------------|----------------------------|--------------------|----------------------------|
| Native Language Arts |                            |                    |                            |
| Social Studies:      |                            |                    |                            |
| Math:                |                            |                    |                            |

|          |  |
|----------|--|
| Science: |  |
|          |  |
|          |  |
|          |  |
|          |  |

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| NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8 |                       |                       |                      |
|--|-----------------------|-----------------------|----------------------|
|  | Beginning             | Intermediate          | Advanced             |
| ESL instruction for <i>all</i> ELLs as required under CR Part 154        | 360 minutes per week  | 360 minutes per week  | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154        |                       |                       | 180 minutes per week |
| <b>FOR TBE /DL PROGRAMS:</b><br>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 |
| <b>FOR TBE /DL PROGRAMS:</b><br>Native Language Arts                      | 45 minutes per day   | 45 minutes per day   | 45 minutes per day   |



## B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

During pull-out and push-in 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 Common Core Learning Standards (CCLS), and common curriculum. Differentiated instruction is provided to the students based on language proficiency levels and various ELA assessment data as ELLs 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, listening sections read three times, separate location, 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.

Our Mathematics curriculum 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 targeted intervention programs for ELLs in ELA, math and content areas that include ELLs. P.S. 8 has an ELA structured Academic Intervention Service (AIS) program that is built into the school day. All students participate in AIS daily. All ESL students are also invited to extended day to support them with additional help and/or extra instruction that may be needed. Each grade has an inquiry team. Each team looks at a group of students who scored below average on the ELA and Math state tests. The teachers come up with strategies to help these students. If needed these students may be evaluated to get other intervention services, such as S.E.T.T.S. In addition, these students are asked to attend extended day to get extra help, and are encouraged to join P.S.8's after school programs that aid with ELA, math, and content areas. All programs are offered in English at this time.

In addition to intervention programs during the day, all students, including ELLs, are invited to participate in P.S. 8's diverse after school programs. Programs focus on ELA, math, and content area programs. For example, Reading has Meaning, The Dolphin Newspaper, and Literacy through the Arts are a programs offered to increase students ELA knowledge. Adding Up to Success is a math program offered to grade 3, 4, 5 to assist students in math. The Cooking Club that is offered to all grades, students learn that math is incorporated in cooking. The Gardening club teaches children about science and Jumping into Jazz teaches children about music and dance as an art form.

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.

## B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
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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, listening sections read three times, separate location, 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.

Our Mathematics curriculum 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 targeted intervention programs for ELLs in ELA, math and content areas that include ELLs. P.S. 8 has an ELA structured Academic Intervention Service (AIS) program that is built into the school day. All students participate in AIS daily. All ESL students are also invited to extended day to support them with additional help and/or extra instruction that may be needed. Each grade has an inquiry team. Each team looks at a group of students who scored below average on the ELA and Math state tests. The teachers come up with strategies to help these students. If needed these students may be evaluated to get other intervention services, such as S.E.T.T.S. In addition, these students are asked to attend extended day to get extra help, and are encouraged to join P.S.8's after school programs that aid with ELA, math, and content areas. All programs are offered in English at this time.

In addition to intervention programs during the day, all students, including ELLs, are invited to participate in P.S. 8's diverse after school programs. Programs focus on ELA, math, and content area programs. For example, Reading has Meaning, The Dolphin Newspaper, and Literacy through the Arts are a programs offered to increase students ELA knowledge. Adding Up to Success is a math program offered to grade 3, 4, 5 to assist students in math. The Cooking Club that is offered to all grades, students learn that math is incorporated in cooking. The Gardening club teaches children about science and Jumping into Jazz teaches children about music and dance as an art form.

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.

arians 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 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

## 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.

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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.

Moreover, P.S. 8 offers 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. In addition, P.S. 8's PTA has monthly meetings that all parents are welcome to attend.

New for the 2011-2012 school year, P.S. 8 has implemented new parent workshops, such as, Dial-a-Teacher and Zumba. The Dial-a-Teacher workshop informs parents how to access a number to call for help with student's homework and projects. Zumba class gives parents the opportunity to communicate with other parents and staff while engaging in physical activities to stay healthy. P.S. 8 is always working on new innovative ways to involve parents in our community.

## 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. For example, The ESL teacher attended a SESIS training on September 14,2011, a training LAP on September 26,2011, and a BESIS training for ELLs at Petrides on November 17,2011. The ESL teacher act as a turn-ket to provide all staff with the information presented at the PDs. In addition, ever Thursday morning P.S. 8 has professional development from 8:15-8:52.am. During this time teachers provided with professional development, for example, how to use strategies with students, including ELLs, curriculum mapping, testing accommodations, and Common Core Learning Standards (CCLS). The professional development is implemented by school staff

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P.S. 8 has a fifth grade special parent assembly in February with guest speakers from I.S. 24. This assembly gives parents the chance to address any concerns and answer any questions they may have about their child's transition to intermediate school. This assembly aids as a way for all students, including ELLs to have a smooth transition to intermediate school. In addition, the guidance counselor at P.S. 8 holds an assembly on bullying. At the assembly conflict/resolution is discussed. It informs students how to deal with bullies they may encounter while at P.S. 8 and in intermediate school. This assembly is for 4th and 5th grade students, including ELLs.

All teachers are aware of the 7.5 hours of ESL training required and have completed these hours. Special education teachers are aware of the 10 hours of ESL training required and have completed these hours. Certificates of attendance and completion in workshop hours are copied and maintained in teacher records in the Schools main office. Professional development opportunities are accessible to all staff when they become available. The ESL teacher also acts as a turn-key for the faculty to facilitate ESL strategies and methodologies.

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## Part V: Assessment Analysis

### 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 that are present in the United States for more than one year take the NYS ELA assessments. All students in grades 3-5 take the NYS Math assessment.

## 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

### 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)   | 1 | 1 | 1 | 1 | 0 | 0 |   |   |   |   |    |    |    | 4     |
| Intermediate(I)   | 0 | 1 | 0 | 0 | 0 | 0 |   |   |   |   |    |    |    | 1     |
| Advanced (A)  | 0 | 0 | 0 | 0 | 1 | 1 |   |   |   |   |    |    |    | 2     |
| Total   | 1 | 2 | 1 | 1 | 1 | 1 | 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                 | 1 | 0 | 0 | 0 | 0 | 0 |   |   |   |   |    |    |    |
|                            | I                 | 1 | 0 | 0 | 0 | 0 | 0 |   |   |   |   |    |    |    |
|                            | A                 | 1 | 0 | 0 | 0 | 0 | 0 |   |   |   |   |    |    |    |
|                            | P                 | 0 | 0 | 0 | 1 | 1 | 0 |   |   |   |   |    |    |    |
| READING/ WRITING           | B                 | 2 | 0 | 0 | 0 | 0 | 0 |   |   |   |   |    |    |    |
|                            | I                 | 1 | 0 | 0 | 0 | 0 | 0 |   |   |   |   |    |    |    |
|                            | A                 | 0 | 0 | 0 | 1 | 1 | 0 |   |   |   |   |    |    |    |
|                            | P                 | 0 | 0 | 0 | 0 | 0 | 0 |   |   |   |   |    |    |    |

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

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

| NYS Science                  |         |    |         |    |         |    |         |    |       |
|------------------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                              | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                              | English | NL | English | NL | English | NL | English | NL |       |
| 4                            |         |    |         |    |         |    | 1       |    | 1     |
| 8                            |         |    |         |    |         |    |         |    | 0     |
| NYSAA<br>Bilingual<br>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           |                            |                 |                             |                 |
| Integrated Algebra              |                            |                 |                             |                 |
| Geometry                        |                            |                 |                             |                 |
| Algebra 2/Trigonometry          |                            |                 |                             |                 |
| Math                            |                            |                 |                             |                 |
| Biology                         |                            |                 |                             |                 |
| Chemistry                       |                            |                 |                             |                 |
| Earth Science                   |                            |                 |                             |                 |
| Living Environment              |                            |                 |                             |                 |
| Physics                         |                            |                 |                             |                 |
| Global History and<br>Geography |                            |                 |                             |                 |
| US History and<br>Government    |                            |                 |                             |                 |
| Foreign Language                |                            |                 |                             |                 |
| Other                           |                            |                 |                             |                 |
| Other                           |                            |                 |                             |                 |
| NYSAA ELA                       |                            |                 |                             |                 |
| NYSAA Mathematics               |                            |                 |                             |                 |
| NYSAA Social Studies            |                            |                 |                             |                 |
| NYSAA Science                   |                            |                 |                             |                 |

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- 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 that are present in the United States for more than one year take the NYS ELA assessments. All students in grades 3-5 take the NYS Math assessment.

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-5. Educational Performance scantron assessments are used for grades 2-5, this assessment is taken on the computer and assesses reading, writing, and math skills. ELL periodic assessments are administered twice a year.

ELL periodic assessments are analyzed by the ESL teacher and results are discussed with classroom teachers to point out. The ESL focuses in on the needed skills the students as lacking as per the results of the ELL periodic assessment. The data is used to point out the student's strengths, weaknesses, and plan accordingly to address their needs. The ELL periodic assessment was given in the 2011-2012 school year to three students ranging from grades 3-5.

The third grader is a new comer; the student has been in The United States less than one year. The student scored a total of 43% on the ELL periodic Assessment; the break down is as follows: 70% in reading, 30% in writing, and 30% in listening. The student is projected to score a 2 on the NYSESLAT; since all skill levels need improvement, all three areas are being incorporated into ESL sessions and classroom differentiated instruction.

The fourth grade student is at an advanced level and scored a total of 83% ELL periodic Assessment; the break down is as follows: 80% in reading, 90% in writing, and 80 % in Listening. The student is projected to score a 3 on the NYSESLAT; since reading and listening are the areas that need the most improvement emphasis in ESL sessions and classroom differentiated instruction will rely greatly on these two areas, while still trying to reach a 100% level of proficiency in writing.

The fifth grade student is at an advanced level and scored a total of 87% ELL periodic Assessment; the break down is as follows: 80% in reading, 80% in writing, and 100% in Listening. The student is projected to score a 3 on the NYSESLAT; since reading and writing are the areas that need the most improvement emphasis will rely greatly on ESL sessions and classroom differentiated instruction focusing on reading and writing.

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.

### 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

| <b>School Name: <u>The Shirlee Soloman School</u></b>                                    |                      | <b>School DBN: <u>31R008</u></b> |                        |
|--|----------------------|----------------------------------|------------------------|
| <b>Signatures of LAP team members certify that the information provided is accurate.</b> |                      |                                  |                        |
| <b>Name (PRINT)</b>  | <b>Title</b>         | <b>Signature</b>                 | <b>Date (mm/dd/yy)</b> |
| Lisa Esposito  | Principal            |                                  | 12/1/11                |
| JoAnn Hotaling   | Assistant Principal  |                                  | 12/1/11                |
| AnnMarie Cardillo  | Parent Coordinator   |                                  | 12/1/11                |
| Julie Maltese  | ESL Teacher          |                                  | 12/1/11                |
|  | Parent               |                                  |                        |
| Karen Bloom/Test Coordinator   | Teacher/Subject Area |                                  | 12/1/11                |
|  | Teacher/Subject Area |                                  |                        |
|  | Coach                |                                  |                        |
|  | Coach                |                                  |                        |
| Joseph Pagliaro  | Guidance Counselor   |                                  | 12/1/11                |
|  | Network Leader       |                                  |                        |
|  | Other                |                                  |                        |

## LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

**DBN:** 31R008      **School Name:** The Shirlee Soloman School

**Cluster:** 6      **Network:** 604

**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

1A.

- The parents Assurance Surveys are distributed to parents in their native language (s) within the first 30 days of enrollment.
- Once a student is identified as eligible ESL services, parents are notified by entitlement letter (translated letter if needed) to attend an ELL orientation.
- At the orientation parents view a video in their native language describing each of the three program options. Parents complete the program selection in their native language and parent survey forms, to determine the program they prefer for their child.
- Letter and memos are made available for parents whose native language is other than English.
- Translators are readily available upon request.

2A.

- After an evaluation of the Parent Assurance surveys' we have found that most of the parents in P.S. 8 indicate they want handouts sent home in English, and do not require translation. For the parents that do wish to have handouts and memos sent home in their native language the ESL teacher and the school secretary have these documents readily available for parents. If and at any time a parent should indicate they would like a written letters, memos, and/or documents translated, as well as, an oral translator, the school will provide translations for them. The parent coordinator is in regular contact with parents assessing their needs.

### Part B: Strategies and Activities

## 1B.

- P.S. 8 provides parents with translations, as per their request on the home language survey indicating what language they would like information sent home in. The parent assurance surveys are also screened indicating if a parent would like written materials in their native language. The parent coordinator and ESL teacher also inform parents at the ESL parent orientation meeting that if translated written materials are needed, they will be provided.
- P.S. 8 use the D.O.E. Translation and interpretation unit service to translate written handouts, as well as, bilingual staff or parent volunteer translations if written translations need to be sent out immediately.

## 2B.

- Oral interpretations are provided by bilingual staff and parent volunteers. If needed the school may also contact an outside contractor for translations and interpretation. Signs can be found posted at P.S. 8's entrance informing parents that translation services are provided; these signs are in various languages. Teachers are all aware that if a translator is needed during a parent teacher conference they can call they translation and interpretation unit for an over the phone translation or the school will make plans to hire an outside contractor if needed.

## 3B.

- P.S. 8 Fulfills Section VII of Chancellor's Regulation A-663 regarding parental notification requirements for translation and interpretation services at the ESL parent meetings. At these meetings parents are given documents in their native language informing them about the three program options. In addition the parents also watch a video explaining all three programs in their native language. After reading the documents and viewing the video parents make a program selection. After they have made their program selection the forms are collected. Next the parents are provided with another document that informs them of the program offered at P.S. 8 at this time due to our low ELL population, ESL. If they did not select ESL, they have two options. They can choose a school that has he program they wish their child to participate in and a transfer can be put into place or if they wish for their child to stay in P.S. 8, there child will be placed in an ESL program. If P.S. 8 gets more ELL students in the same grade a TBE or DL program can be created in the future.
- Parents are also given a copy of the bill of Parent Rights and Responsibilities in their native language, which explains their child's entitlement.
- Parents 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 to read more about their rights as Parent of an ELL.