



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** SHIRLEE SOLOMON SCHOOL, PUBLIC SCHOOL 8

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

**PRINCIPAL:** LISA ESPOSITO

**EMAIL:** 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	
Cynthia Kambos	*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	
Ilana Possner	Member/Teacher	
Karen Bloom	Member/Teacher	
JoAnn Hotaling	Member/Assistant Principal	
Lillian Cipoletti	Member/Parent	
Joan Williams	Member/Parent	
Daniela Schroeder	Member/Parent	
Dina Galvin	Member/Parent	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## 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 2013, 100% of students in grades Pre-K through 5 will participate in and complete two cycles of CCLS aligned performance tasks for ELA which will evidenced by complete units of study, aligned to the Instructional Shifts in ELA.***

### **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.
  - ***Completion of Performance Task bundles in ELA are directly aligned to the Chancellor's Citywide Instructional Expectations for 2012-2013 to close the achievement gap for all students.***
  - ***Inclusion of science/social studies embedded within ELA tasks are evident in grades 3, 4 & 5.***

### **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) key personnel 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.
  - ***Teachers conference notes***
  - ***Differentiation of Instructional Practices***
  - ***Teacher teams look at student work for each subgroup.***
  - ***Grade specific rubrics***
  - ***Academic Rigor and facilitation of Accountable Talk***

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

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). 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 newsletters.***

### **Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

  X   Tax Levy           Title I           Title IIA           Title III           Grants           Other

If other is selected describe here:

### **Service and program coordination**

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- ***Teacher Team Meetings***
- ***Collaborative analysis of student work during common planning time across the grades.***
- ***Support from achievement coaches CFN 604***
- ***In-house professional development workshops***
- ***Grade meetings***
- ***Instructional Team and lead teachers will provide professional development to faculty.***

## **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 2013 students with disabilities (SWD) and English Language Learners (ELL's) will close the achievement gap in ELA as measured by a 1% gain in student performance on the 2012/2013 progress report.***

### **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.

***These students are identified and recommended by teachers to our school-wide Response to Intervention team (R.T.I.) as reading below grade level based on TCRWP and Monitoring for Success quarterly results and IEP goals and objectives in Grades K-5.***

### **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) key personnel 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.

➤ ***NYSESLAT***

➤ ***LAB-R***

➤ ***ELL periodic assessment***

➤ ***TCRWP***

➤ ***Fall/Spring ELA Benchmark Assessments***

➤ ***Monthly Writing samples***

➤ ***Annual reviews for IEP students***

➤ ***Teacher teams will look at Student work and set benchmarks.***

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

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

➤ ***Parent workshops in data interpretation, test prep strategies and related on line services; ARIS; Acuity***

➤ ***After-School Enrichment program for Fall 2012/Spring 2013. SEM (School Enrichment Academy) model***

➤ ***Voluntary/Involuntary pupil admission into the extended day program***

➤ ***Parent Translation memos, newsletters and student report cards.***

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)   x   Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

  X   Tax Levy               Title I               Title IIA               Title III               Grants      X   Other

If other is selected describe here:

***P.T.A. funding for the After-School Enrichment Program.***

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
  - ***CFN Network support***
  - ***Response to Intervention Team (R.T.I.) in coordination with School Assessment Team.***
  - ***SETSS Teacher as well as related service providers***
  - ***Writing Enrichment Cluster Teacher***
  - ***ESL Teacher***
  - ***Parent Coordinator***

### 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 2013, students in Grades 3-5 will improve writing constructed responses as evidenced by 2% to 3% increase on their performance on the Spring ELA Benchmark Assessment.***

#### **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.
  - ***Open ended responses on school based assessments which indicated a need for improvement in academic writing skills.***
  - ***Teachers looking at student work in ELA.***
  - ***Common core shifts in ELA requiring increased focus on writing and English language mastery.***

#### **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) key personnel 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.
  - ***Use of higher order questioning and discussion techniques as reflected in Danielson's framework for learning.***
  - ***Providing scaffolding approach to promote college and career readiness through writing.***
  - ***Construct knowledge of text complexity focusing on test sophistication to increase writing skills on a higher level.***
  - ***Building cognitive rigor through student engagement by intense conversations about text which will extend students level of thinking and writing.***

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

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). 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.***
  - ***Parent workshops in data interpretation on formative and summative assessments, test prep strategies and related on line services such as: ARIS Parent Link.***

#### **Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

***P.T.A. funding for the After-School Enrichment Program.***

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
  - ***Academic Intervention Services (AIS) built into the school day.***
  - ***Extended Day Program (small group instruction)***
  - ***School Enrichment Model – after-school academic enrichment programs such as, Reading Has Meaning & the Dolphin Newspaper.***
  - ***Writing Enrichment Cluster Teachers.***
  - ***Support from Achievement coaches CFN 604***
  - ***Support from School Administration/Lead Instructional Team***
  - ***In-house professional development for teachers.***
  - ***Monthly teacher grade meetings.***
  - ***Scheduled new teacher mentoring with experienced teachers through the NYC DOE Mentor Tracking System as established by the Chancellor to assist and support new teacher growth and development.***
  - ***Common planning periods across grades.***

### **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) key personnel 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**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

#### **Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax Levy    \_\_\_\_\_ Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

#### **Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

### **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:
  - e) strategies/activities that encompass the needs of identified student subgroups,
  - a) key personnel and other resources used to implement these strategies/activities,
  - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - c) timeline for implementation.

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

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

#### **Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax Levy    \_\_\_\_\_ Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

#### **Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	In grades K- 3 Mondo bookshop Intervention Kits are used to develop language and focus in on specific skills, in addition, using resources and materials to assist in skills reinforcement. Small group instruction intended to identify struggling readers to develop the capacity to comprehend texts across a range of types and disciplines.	Small group instruction to teach organized writing skills, including argumentation and persuasion.	Programs run before, during and after school that teach students how to independently use reading strategies, such as questioning, synthesizing etc.
Mathematics	Everyday math is used as a basis for small group instruction, using skills, concepts and strategies to build math competency.	The program is used in both large group and small group capacity to maximize and reinforce mathematical concepts.	AIS is built into the school day on every grade 5 days a week.
Science	The full option science system program emphasizes a hands on and minds-on approach to learning.	Students are actively engaged in the discovery process using multi-sensory methods. This approach allows students to practice everyday problem solving skills, learn new	Program is provided during the school day.

		science content and enhance exposure to literacy, both informative and non-fiction texts.	
Social Studies	Social Studies for grades K-5 is absorbed into the school day, infused into the literacy curriculum, through non-fiction texts, as whole groups.	This is delivered in a small group service in guided reading settings.	Social Studies is infused throughout the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Services provided by Guidance Counselor, school social worker, school psychologist are provided as needed.	Services can be delivered small group; whole group or one to one.	Services are provided during the school day. Related service providers such as SETSS, Speech, OT, PT, hearing and vision, and nursing are provided as needed reflected in RTI team recommendations and IEP mandates.

### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Public School 8 achieved “A” rating consecutively for the past five years on the annual progress report and is a school in good standing on a state level. Recruiting, retaining and supporting high quality teachers is a job we take very seriously. Teachers are provided with the following supports:

- On going professional development provided by in house staff, CFN 604 achievement coaches as well as Network Leaders.
- Outside vendors such as Mondo Bookshop, Tequipment and Developmental Studies.
- District level training and workshops.
- Assignments are distributed based on proper licensing procedures as well as special certification and training as a results of coursework in a certain area of specialty.
- New teachers are matched with highly effective, veteran teachers through the Mentor Teaching System (MTS) and meet weekly for minimum of 2 hours.
- BEDS data compliance report shows all teachers at 31R008 are highly qualified. Each HQ Teacher is state certified and assigned to their certification area.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

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

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

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**CAN BE LAST YEARS BUT MUST BE UPDATED**

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

**I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

P.S 8 is located in the Great Kills section on the South Shore of Staten Island. The school is a Pre Kindergarten to fifth grade elementary school serving a population of approximately 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

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

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (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) K-8																					
Number of ELLs by Grade in Each Language Group																					
	K		1		2		3		4		5		6		7		8		TOTAL		
	EL	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) 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:

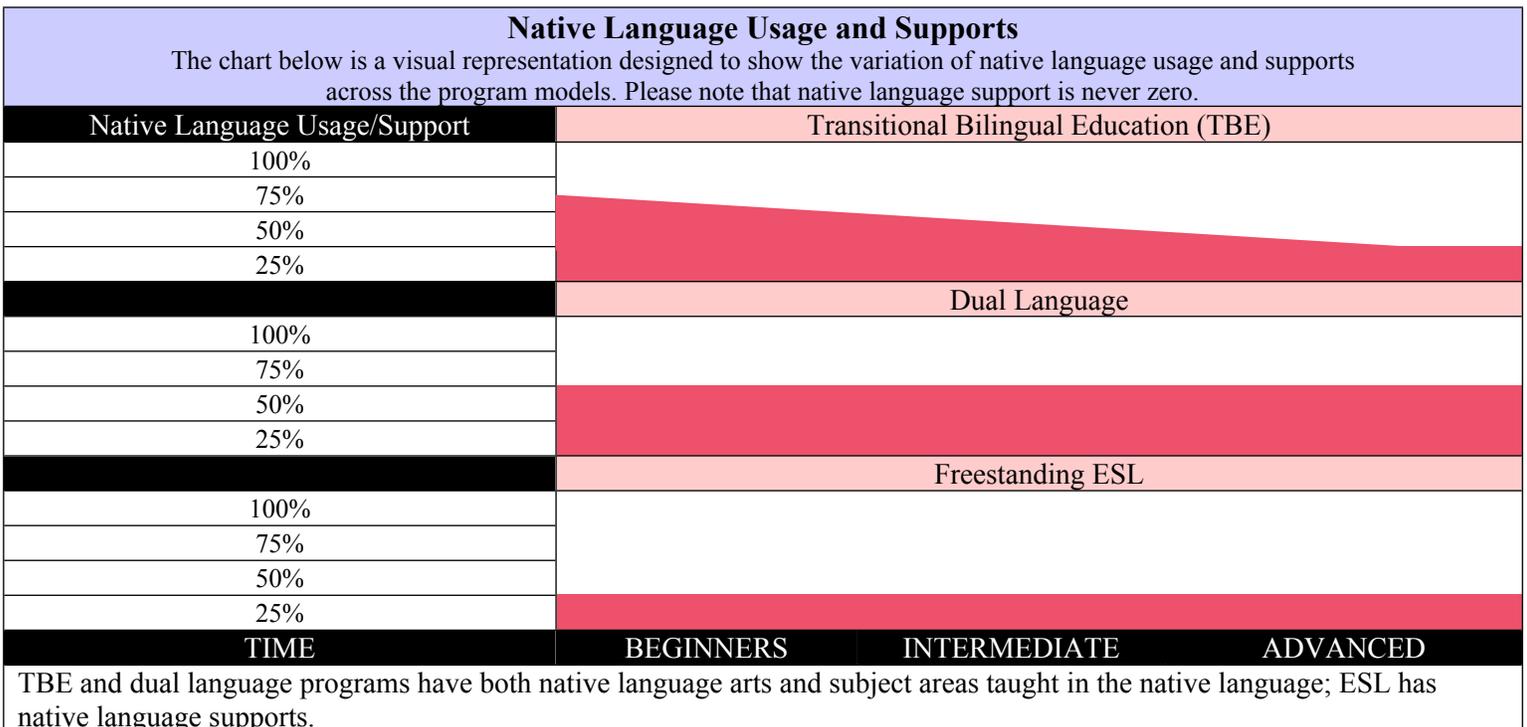
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Science:	


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> 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> 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.

### 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 members who have been to a network workshop on the subject area and turn-keys the information. It is also implemented by guest speakers from the 604 network.

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.

## E. Parental Involvement

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

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

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

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

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

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

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.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	<b>B</b>	1	0	0	0	0	0							
	<b>I</b>	1	0	0	0	0	0							
	<b>A</b>	1	0	0	0	0	0							
	<b>P</b>	0	0	0	1	1	0							
READING/ WRITING	<b>B</b>	2	0	0	0	0	0							
	<b>I</b>	1	0	0	0	0	0							
	<b>A</b>	0	0	0	1	1	0							
	<b>P</b>	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 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 Bilingual Spe Ed									0

**New York State Regents Exam**

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

**Native Language Tests**

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

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

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

ESL students in grades 3-5 take part in content area assessments and eligible students 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.

If students do not continually make progress according to NYSESLAT scores, language may not be the sole concern, therefore a evaluations may be implemented by the school assessment team to determine if the student needs additional services.

In addition to formal assessments, an inquiry group meets meekly to discuss students who may need extra help. The inquiry group comes up with ways to implement aid to these students so they may gain academic success.

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>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
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.