



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE ROBERT FULTON SCHOOL
DBN (i.e. 01M001): 13K008
Principal: SETH PHILLIPS
Principal Email: SPHILLI@SCHOOLS.NYC.GOV
Superintendent: BARBARA FREEMAN
Network Leader: CYNTHIA FELIX

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Seth Phillips	*Principal or Designee	
Amanda Green	*UFT Chapter Leader or Designee	
Ansley Samson	*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	
Sandra Long	Member/ Teacher	
Carolyn Saffady	Member/ Teacher	
Sjene Kendrick	Member/ Teacher	
Philip Schoolman	Member/ Parent	
Lisa Edstrom	Member/ Parent	
Kathleen Gates	Member/ Parent	
Kathy McBride	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
X	<ul style="list-style-type: none"> ▪ Annual Goal ▪ Comprehensive Needs Assessment ▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal ▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
N/A	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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.

There will be a of 5% increase in students meeting proficiency on the NYS ELA standardized test in 2014 as compared to 2013.

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.

PS 8 received a C on the progress section of the progress report as well as a C overall

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. In class support by literacy consultant two times a week.
2. Work with the Common Core Lab Team
3. Study Group – Comprehension Strategies
4. A total of six additional Professional Development Days will be added to the school calendar to allow additional professional development for teachers.
5. Vertical Teams in the content areas will continue to meet to modify and revise curriculum based on student needs and the CCLS.
6. Tuesday Workshops
7. Teacher leaders will attend the Network Persuasive Writing Institute with Karen Caine.

B. Key personnel and other resources used to implement each strategy/activity

1. Consultant, Administration, Teachers
2. Two Administrators, Four Teachers, Common Core Lab Staff
3. Consultant, Teachers
4. Administration, Teachers
5. Teachers
6. Administration, Teachers
7. Teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Administrators will meet with literacy consultant to review effectiveness bi-weekly.
2. Administrators will meet and debrief as needed with Common Core Lab contact.
3. Administrators and teachers will analyze Fountas & Pinnell reading level data to assess reading level and comprehension growth.
4. Feedback sheets will be completed after each day to analyze effectiveness
5. Principal and Consultant will meet with vertical team monthly
6. Principal and Consultant will meet with teachers
7. Principal and Consultant will debrief with teachers after sessions to plan for turn-key of information.

D. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014 short and long term cycles with teachers throughout the school year.
2. September 2013 – June 2014 as per the central calendar
3. September 2013 – June 2014 monthly
4. December 2013 – June 2014
5. September 2013 – June 2014 monthly
6. September 2013 – June 2014 weekly
7. Four full day sessions, October 2013 – February 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Grants, Tax Levy
2. Per diem will be used to cover classes for teachers to attend workshops Grants, Tax Levy

3. Common planning periods used for teachers to meet
4. Tax Levy
5. Common planning periods used for teachers to meet
6. Tax Levy
7. Per diem will be used to cover classes for teachers to attend workshops

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).

- Presentations at PTA meetings
- Discussions during tri-annual Parent Curriculum Meetings

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	X	Grants
---	----------	----------	-----------	-----------	-----------	---	--------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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.

There will be a 5% increase in students meeting proficiency on the NYS Mathematics standardized test in 2014 as compared to 2013

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.

PS 8 received a C on the progress section of the progress report as well as a C overall

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Work with the Common Core Lab Team
2. Grades K-2 implementing a new edition of the CCLS aligned math program Bridges, year 2.
3. Grades 3-5 modifying the new math program Bridges, year two of implementation
4. All teachers will continue to implement Common Core aligned Exemplars, performance-based math tasks.
5. Math teacher leaders will attend Network Math Instructional Lead Study Group.
6. Math teacher leaders and Assistant Principal will participate in the Network CCLS Math Progressions led by Phil Daro.

B. Key personnel and other resources used to implement each strategy/activity

1. Two Administrators, Four Teachers, Common Core Lab Staff
2. Assistant Principal, all teachers K – 2
3. Assistant Principal, all teachers 3 – 5
4. All teachers K – 5
5. Math Instructional Leads
6. Math Instructional Leads, Assistant Principal

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Administrators will meet and debrief as needed with Common Core Lab contact.
2. Administrators will meet to analyze program effectiveness and plan next steps quarterly, AP will meet with vertical math team monthly.
3. Administrators will meet to analyze program effectiveness and plan next steps quarterly, AP will meet with vertical math team monthly.
4. Assistant Principal will meet with vertical math team to analyze Exemplar student work samples to ensure that students are demonstrating progress.

5. Assistant Principal will meet with vertical math team to debrief sessions and plan effective turn-key after each session.
6. Assistant Principal will meet with vertical math team to debrief sessions and plan effective turn-key after each session

D. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014 as per central calendar.
2. August 2013 – June 2014
3. August 2013 – June 2014
4. September 2013 – June 2014
5. Five sessions, October 2013 – May 2014
6. Three sessions, November 2013 – March 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Tax Levy
2. Grants, Tax Levy
3. Grants, Tax Levy
4. Tax Levy
5. Per diem will be used to cover classes for teachers to attend workshops
6. Per diem will be used to cover classes for teachers to attend workshops

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).

- Presentations at PTA meeting
- Discussions at Grade Level Principal's Meetings
- Math workshops

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	X	Grants
List any additional fund sources your school is using to support the instructional goal below.							

Goal and Action Plan #3

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.

PS 8 will continue the K to 8 expansion by adding a seventh grade at the Westinghouse campus.

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.

In 2012 – 2013 PS 8 expanded and opened MS 8, a middle school located within Westinghouse HS. The proposal written was to expand by one grade each year to provide students zoned for PS 8 with a K – 8 school.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Principal and MS Assistant Principal will hire highly qualified teachers in order to expand.
2. Plan Curriculum
3. Plan, Program and Structure

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, MS Assistant Principal

2. Administration, Teachers
3. Administration
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Principal and Assistant Principal will meet as needed to evaluate prospective candidates and make decisions regarding hiring.
2. Teacher will come together with administration to plan for the new school year
3. Principal and MS Assistant Principal will organize structures for the upcoming school year.
D. Timeline for implementation and completion including start and end dates
1. July 2013 – August 2013
2. July 2013 – August 2013
3. July 2013 – August 2013
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Tax Levy
2. Tax Levy
3. Tax Levy

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).

Presentations at PTA meetings

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA		Title IIA		Title III		Set Aside	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #4

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
----------	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
----------	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Wilson Dolch Lists Guided Reading Other strategies	Small group One to One	Before School During School During School
Mathematics	Variety of different strategies dealing with conceptual understanding and fact fluency	Small group One to One	Before School During School During School
Science	All science units are integrated and thus the intervention is connected to the ELA and Math interventions	Small group One to One	Before School During School During School
Social Studies	All science units are integrated and thus the intervention is connected to the ELA and Math interventions	Small group One to One	Before School During School During School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Pull out program that deals with short term issues	Small group One to One	During School

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
	School Wide Program (SWP)	Targeted Assistance (TA) Schools	X Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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.

Parent Involvement Policy (PIP) Template

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

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
- arranging additional meetings at other flexible times, e.g., morning, evening and providing
- 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;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;

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;

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;
- 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;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- always try my best to learn;
- 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;
- complete my homework and submit all assignments on time.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 13	Borough Brooklyn	School Number 008
School Name The Robert Fulton School		

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

Principal Seth Phillips	Assistant Principal Robert Mikos
Coach type here	Coach type here
ESL Teacher Tracey McNeil	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Leanne Mehno
Related Service Provider	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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 currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	848	Total number of ELLs	21	ELLs as share of total student population (%)	2.48%
--	------------	----------------------	-----------	---	--------------

Part II: 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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out	6	3	5	2	2	1	0	2	0	0	0	0	0	21
SELECT ONE														0
Total	6	3	5	2	2	1	0	2	0	0	0	0	0	21

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	21	Newcomers (ELLs receiving service 0-3 years)	19	ELL Students with Disabilities	2
SIFE	0	ELLs receiving service 4-6 years	2	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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	19	0	0	2	0	0	0	0	0	21
Total	19	0	0	2	0	0	0	0	0	21

Number of ELLs who have an alternate placement paraprofessional: 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ___	Asian: ___	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	1	0	1	1	0	0	0	1						4
Chinese	1	0	1	0	1	0	0	0						3
Russian	0	0	0	0	0	0	0	0						0
Bengali	0	0	0	0	0	0	0	0						0
Urdu	0	0	0	0	0	0	0	0						0
Arabic	1	0	2	1	0	0	0	1						5
Haitian	0	0	0	0	0	0	0	0						0
French	0	0	0	0	1	0	0	0						1
Korean	0	0	0	0	0	0	0	0						0
Punjabi	0	0	0	0	0	0	0	0						0
Polish	0	0	0	0	0	0	0	0						0
Albanian	0	0	0	0	0	0	0	0						0
Other	3	3	1	1	0	0	0	0						8
TOTAL	6	3	5	3	2	0	0	2	0	0	0	0	0	21

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	0	1	1	1	0	1							6

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	2	0	1	0	0	0	0							3
Advanced (A)	5	3	2	1	0	0	1							12
Total	9	3	4	2	1	0	2	0	0	0	0	0	0	21

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	1	0	0	1
4	0	0	0	0	0
5	0	0	0	0	0
6	2	0	0	0	2
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1	0	0	0	1	0	0	0	2
4	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0
6	2	0	0	0	0	0	0	0	2
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

1. In order to assess the early literacy needs of ELL students, our school uses the Fountas and Pinnell book leveling systems and word lists. Teachers also use Words Their Way to evaluate the student's spelling stage and determine the phonics work that needs to be done with each child. This data helps the ESL teacher to better understand where the ELL students fall in terms of the other monolingual classmates and examine the student's phonics and literacy and language needs. Information is shared between the classroom and the ESL teacher on an on-going basis. The information can help us to better understand the strengths and weaknesses of our ELL students and to set up educational plans for them. Lab-R data shows that of the five kindergarten students, two are at the beginner level, two at the advanced level, and one on the intermediate level. All five of these students, however, are on the A/B reading level. Their spelling stages fall under the emergent category. Therefore, they align themselves instructionally with their English proficient peers. The NYSESLAT and Lab-R data show that two of the three first grade students are at the advanced level and one at the intermediate level. Of these three students, one of the advanced students is on level C instructional, while the other advanced student is at a pre-primer level. The intermediate student is on a level A/B. Two of the three students are still at the emergent stage of spelling, while one of the advanced students is in the middle of letter-name alphabetic stage. Of the three advanced second grade students, two are on level I and one on level J. All three are in the middle of the within word patterns stage Words Their Way spelling stage. The beginner second grade student is at the early emergent level of spelling and on a B/C book level.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Data patterns across proficiency levels indicate that the majority, 10 out of 19, of ELL students at our school are at the Advanced level. Six are at the beginner level and only three at the intermediate level. Of the ten students at the advanced level, three progressed on the NYSESLAT. One current second grade student jumped from a beginner to the advanced level, while another second grade student progressed from the intermediate to advanced level. A current sixth grader advanced from intermediate to the advanced level. One current first grader moved from beginner on the Lab-R to advanced on the NYSESLAT. There are some advanced students, however, who did not progress a level. This includes a second, third, and fourth grade student who all remained at the advanced level from the previous year. Two of these three students who did not move up a level, did however, show growth with their scale scores. With the current intermediate level students who took the NYSESLAT last year, one current third grade ELL student progressed from the beginner level to the intermediate level. Two upper grade students, one fourth and one sixth grader, who took the Lab-R, went from beginner on the Lab-R to beginner on the NYSESLAT. There was one first grade student who dropped from the advanced level on the Lab-R to the intermediate level on the NYSESLAT. There was also a current fifth grade student who was not in our school last year, but is this year, who took the Lab-R and scored advanced, but only beginner on the NYSESLAT. The rest of the students all took the Lab-R this year.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))

RNMR report is not available as of 10/25/13.

4. For each program, answer the following:

- 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 our freestanding ESL program:

a. Not too many current ELL students took the state exams last year. Most were not in testing grades last year. Those that did, however, scored low on the exams. One third grade student got a two on the ELA exam, while the two sixth graders who took the exam scored at level one. For the math exam, one student scored a three, while another student, who had just arrived in the country that February and had a translator for the state math exam and answered the questions in English, scored a level one. The two current sixth grade ELL students both scored ones on the math exam.

In terms of Content Area testing, there is one current fifth grade student who just arrived in the country last year. He took the science test at a different school and scored a level one.

There is no native language testing data. All students took the test in English.

b. In the past few years, our school has not administered the ELL Periodic Assessments.

c. Our school had not recently administered ELL Periodic Assessments.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Our school uses data to guide instruction with the Response to Intervention (RtI) framework for grades K-5. It uses high quality, evidence-based instruction for all students, including ELLs at the Tier I, II, and III intervention levels, and incorporates language development to move ELLs to where they need to be. The process begins with a universal screening process that is administered to all students. For ELLs, these means their parents are given a Home Language Survey to complete upon enrollment and an informal interview of both the child and the parents are given by a certified pedagogue. If another language is spoken and the child's English is limited, the child is given the Language Assessment Battery-Revised, (LAB-R) as an initial assessment. This helps teachers to uncover that factors that could influence the student's English language learning process and allows teachers to make linguistically responsive instructional choices. Beyond screening and identification for ESL services to support language development, ELL students also take part in RtI screening to access whether his/her literacy skills and competencies are meeting grade level benchmarks. If an ELL student is flagged as at-risk or below-benchmark on any particular skill or competency, the student will receive targeted instructional support to bolster development in this area. This support is then delivered in coordination with language support services.

Additionally, periodic assessments and data is recorded for students in the RtI framework. This continual look at data allows teachers, both classroom and ESL teachers, to work together to design targeted instruction for the ELL students. When progress is monitored, the expected rate of an ELL's progress takes into account language development and background. The student's progress is then compared with levels demonstrated by peers from comparable cultural, linguistic, and experiential backgrounds who have received the same or comparable intervention. Teachers and school leaders can use data to determine when it is necessary to adjust instruction for all ELLs. Knowledge of typical second language development and the student's history of first and second language (e.g. educational background) is considered when setting benchmarks.

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

Our school ensures that a child's second language development is considered in instructional decisions. ELL students are given personal word walls, glossaries, picture dictionaries, word-for-word dictionaries in English and their home language, and vocabulary lists. In addition, language is scaffolded for them in read alouds and class presentations and lessons. Bridging is used to connect the ELL students' content area knowledge with new vocabulary and promote language development. Teachers also use technology, such as smartboards and computers to help build ELL students' language skills through vocabulary, phonics, and reading comprehension games and read alouds. Charts and other visual aids also help promote the students' second language development. Teachers use alphabet, sight words, and picture cue cards to develop the second language. Teachers also try to group or pair ELL students with English proficient students to serve as a language model for the ELL student.

7. 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?

Our schools does not have a dual language program.

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

Our school evaluates the success of our program for ELLs based on performance on the NYSESLAT and other state exams, as well as, on the progress we see the ELL students make in their classroom and with the ESL teacher. We hope to see ELL students make progress by at least one proficiency level on the NYSESLAT and make progress on ELA and Math exams, where applicable. We also look at Fountas and Pinnell reading level improvement and writing samples, as well as, sight word and spelling assessments. Additionally, all students do an on-demand writing sample in the beginning of the year and write weekly to the ESL teacher in a dialogue journal. The ESL teacher also monitors the writing development of the ELLs through the weekly use of the journal and in class writing assignments and presentations. She also works collaboratively with the classroom teacher and assesses and discusses the written work done in the classroom, as well as the child's reading ability and habits, listening and speaking skills, and general mannerisms and presentation in class in terms of language development and usage. Teachers look back to see where the child was at the beginning of the year, and trace the child's development throughout the year to the end. The NYSESLAT gives us a way of tracking progress in all four stages of language development. We also incorporate feedback from classroom and content area teachers, as well as the student report cards. Students also complete their own self-assessments throughout the year and meet with and discuss their strengths and weaknesses with the ESL teacher. The students themselves are given feedback on a regular basis so that they can improve and understand their language development. Success is determined by a holistic view of the child and his or her language development, progress, and usage.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

English Language learners are identified in the following way: At the time of enrollment, all parents or guardians of newly enrolled students complete a Home Language Identification Survey (HLIS). This survey is given to parents by a licensed pedagogue, such as the ESL Coordinator or Assistant Principal, who then interviews the parent(s) and the child(ren). Interviews are conducted in English, and if needed an interpreter is provided to interview the parents in their native language. The HLIS form lets school staff know what language is used in the child's home. The HLIS form is then placed in the student's cumulative folder and remains a part of the student's permanent record. Copies are kept by the ESL teacher. If the HLIS indicates that the child uses a language other than English, and he or she speaks little or no English, then the child is administered an English proficiency test called the Language Assessment Battery-Revised (LAB-R) within 10 days of his or her first day of school. The test is administered to the student by a certified teacher, usually the English as a Second Language (ESL) teacher. Performance on the LAB-R determines the child's entitlement to English language development support services. If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she is also given the Spanish LAB to determine language dominance. This test is also given with the first 10 days of the student's first day of school and is administered by a certified New York State teacher. The school then notifies parents and/or guardians of their child's LAB results in writing soon after with either an entitlement or non-entitlement letter. Regardless of the results on the LAB-R, the home language code does not change.

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.

In order to ensure that parents and/or guardians understand all three program choices, the ESL Coordinator, in conjunction with the Parent Coordinator, holds an orientation for parents or guardians of newly enrolled ELLs shortly after each child is administered the LAB-R. This orientation is used to inform parents of the different ELL programs that are available to their child. It is held in the school's auditorium or ESL teacher's classroom. Parents are told about and shown a video that introduces the three English Language Support Programs and explains the three different choices parents have: Freestanding English as a Second Language, Dual Language, and Transition Bilingual Education (TBE). At the orientation, parents receive materials about ELL programs in both English and their home language, as well as, information on standards and assessments. Parents and guardians are given the opportunity to ask questions about ELL services (with assistance from an interpreter, if necessary). Once parents are informed of all three program options, the ESL teacher provides them with a Parent-Survey and Program Selection Form, on which parents indicate their program choice for their child(ren). At the end of each orientation, this form is collected in stored inside a binder held by the ESL Program Coordinator.

Because ELL parents often speak a language other than English, translated materials (brochures, DVDs) provided by the Office of ELLs and services offered by the Translation and Interpretation Unit, including document translation and interpretation services are used as needed to ensure parents of newly enrolled ELLs understand the program selection and entitlement process. Informational and question-and-answer sessions are provided through this initial group orientation session at the beginning of the year. If parents and/or guardians cannot attend a scheduled parent orientation, a make-up session is held for them at a time that is mutually agreed upon. Translation services, interpreters, and district reps are used as needed. Parent coordinators and other designated staff should work closely with supervisors (assistant principals, bilingual coordinators), network specialists, and district-based ELL specialists to coordinate school events for ELL parents and deliver information to them in a timely manner. The parent coordinator and ESL teacher enlists the help of staff from both P.S. 8 as well as other schools (bilingual/ESL teachers, other

parent coordinators), network or district staff (ELL specialists), and central staff (Office of ELLs, Office of Family Engagement and Advocacy) and/or outside translation services contracted out by the Department of Education to ensure that parents of newly enrolled ELLs are given all the necessary information.

Once parents have made their selection, their choice is entered into the ELPC screen on ATS. This entire process is done within 10 days of the child's enrollment.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

Public School 8 ensures that entitlement letters are distributed to parents in an appropriate and timely fashion, within 10 days after the LAB-R (and Spanish LAB, if necessary). The ESL teacher sends either an entitlement or non-entitlement letter home to parents of students who took the LAB-R, and Spanish LAB, if necessary, along with the Program Selection Form and a time and place for the orientation included in the entitlement letters. If a student scores below proficiency on the LAB-R, then the ESL teacher sends home the Entitlement Letter*, Parent Survey and Program Selection Form, and Placement Letter to be filled out upon completion of the Orientation Session. If a student scores at or above proficiency on the LAB-R, he or she receives a Non-Entitlement Letter. For students who scores below proficiency on the NYSESLAT from the previous year, their parents are given a Continued Entitlement Letter informing them of the child's continued entitlement for ELL services. Students that score at or above proficiency on the NYSESLAT receive Non Entitlement/Transition Letters. Copies of these letters are stored in binders that the ESL teacher maintains, as well as the child's cumulative folders. Parent Survey and Program Selection forms are also distributed at the time of the Entitlement Letters and are available at the Parent Orientation. Parents are expected to bring the Program Selection Form with them to the orientation and fill it out immediately after. (Extra copies will be made available for those who need it.) Copies of the Parent Survey and Program Selection form are then also keep in a binder that is maintained by the ESL teacher, as well as the students' cumulative folders. If the parents cannot attend the orientation, a phone call to each parent will be made and arrangements will be made to later view the video or hear and discuss the program choices over the phone to help the parents fill out the Program Selection Form. The ESL teacher works with the Parent Coordinator to reach out to those who cannot the orientation for newly enrolled to make sure the Program Selection form is filled out appropriately. If the form is not returned, the default is Transitional Bilingual Education (TBE) as per the Aspira Consent Decreed in CR Part-154. However, if the numbers are such that they do not allow for a TBE class to open at P.S. 8 (i.e. less than 14 students on two continuous grade bands in the same native language) then the student whose parent did fill out the Program Selection Form will be placed in the freestanding English as a Second Language program at P.S. 8. Parents are informed of this in writing and verbally at the parent orientation meeting. They are also told that is best for their child's academic achievement to keep their child in the same program throughout the years rather than switch from one to another.

4. 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.

ELLs are placed in program that was selected by their parents on the Parent Survey and Program Selection Form. These forms are kept in a binder that is maintained by the ESL teacher. Continued entitlement letters are also kept in a binder maintained by the ESL teacher and in the students' cumulative folders. At the orientation meeting and through written materials, parents are informed of the three program choices they have for their child: Transitional Bilingual Education (TBE), Dual Language, and Freestanding English as a Second Language (ESL) programs. After attending the meeting and viewing the video designed by the Department of Education's Office of English Language Learners, parents select a program for their child and indicate this by completing the Parent Survey and Selection Form. The ESL teacher and designated school staff then review these forms and place children in the appropriate program choice as selected by the parent(s) or guardian(s). If the parent fails to complete the form after repeated requests are made, the child will be placed in the Transitional Bilingual Education program as per the Aspira Consent Decreed of CR Part 154. However, if the numbers are not such that there are not at least 14 students who speak the same native language on two contiguous grade bands, then the children of parents who selected TBE may chose to keep their child at P.S. 8, and he or she will be placed in the school's freestanding ESL program until the numbers are such that a class in his or her native language on the student's appropriate grade span can be opened. Consolations and communication with parents regarding this selection process are given and made available in the parent's native language, as necessary. Both the ESL teacher and the school's parent coordinator maintain open communication with the parents regarding the selection process and provide materials, as needed for the parents to make informed decisions regarding their child's education. The parents are also told both in writing and orally at the orientation meeting or over the phone or an in-person meeting that studies show that students that remain in the same program over the years, do better academically than those that switch programs.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test

(NYSESLAT) to all ELLs each year.

Each year, the NYSESLAT is administered to all ELL students at P.S. 8. The ESL coordinator runs the RLER report on ATS to ensure that all entitled students are tested. Students, parents, and teachers are all informed in writing ahead of time of the dates and times of the scheduled sections of the test. Rooms are selected and proctors are assigned to help administer the test. Students are then tested in grade band groups, and individually if the IEP requires, or for the speaking test. If a student is absent on the schedule day of any part of his or her exam, the student is given a make-up test to ensure that all parts of the test are completed. Attendance for those students who take the exam is kept by the ESL Coordinator.

6. 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.) 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. 

The programs at our school are aligned with parent-requests. After reviewing the Program Selection Forms over the past few years, the trend has been toward the Freestanding English as a Second Language program. While some parents have chosen Transitional Bilingual Education (TBE) and Dual Language, they have also elected to remain in the school and allow their child to be placed in a Freestanding English as a Second Language program until the numbers, as per the Aspira Constant Decreed, allow for the TBE program to open.

This year, of the 19 ELL students, two parents selected Dual Language, but elected to keep their children at P.S. 8 in a Freestanding ESL program. All the rest chose the Freestanding English as a Second Language Program. In the past, some parents have selected TBE, but chosen to remain at P.S. 8.

Last year, all but 5 parents have chosen to place their child(ren) in a freestanding ESL program. Of the five parents, 2 selected TBE and 2 Dual Language program. There was one parent who chose to leave the selection blank, thereby defaulting to TBE, but since the numbers were not such that the school could open a TBE class, their child was placed in the Freestanding ESL program.

While there are some parents who are interested in the TBE program and the Dual Language programs, the trend at P.S. 8 has been toward placement in the Freestanding ESL program, mostly by choice, but at times because there were not sufficient numbers for the TBE and the parents wanted their children to remain at P.S. 8. No parents have ever left the school in recent years to elect for a transitional bilingual placement or dual language placement.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 - a. Instruction is delivered to all ELLs at P.S. 8 through a freestanding ESL pull-out program.
 - b. Students are grouped according to grade and language level. Some classes are homogeneous by grade and heterogeneous by language level and others are homogeneous by language level and heterogeneous by grade. For example, there is third and fourth grade group of intermediate and advanced students, as well as a first and second grade group with intermediate and advanced first grade students, but a beginner second grade student. Meanwhile, there is also a second grade group with all advanced students. The kindergarden group has a mix of beginner, intermediate, and advanced students. There is also an upper grade group with a beginner 5th grade student.
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)?

The organization of our staff ensures that the mandated number of instructional minutes is provided according to proficiency levels in the Freestanding ESL program. As per Part CR-154, all beginners and intermediate students receive 360 minutes of ESL instruction from the ESL teacher as given through 90 minutes of instruction four times per week during the students' ELA periods. Advanced ELLs receive 180 minutes of ESL instruction by the ESL teacher and 180 minutes of ELA instruction by the classroom teacher. Staff are made aware of these mandates. The ESL teacher follows the mandates by picking up her students and delivering the required instruction throughout the day according to the schedule she has set up with the classroom teachers.

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 foster language development and meet the demands of the Common Core Learning Standards.

Content area instruction is delivered through the freestanding ESL program. Math, Science, and Social Studies are all a part of the English Language instruction as delivered by the ESL teacher in the ESL program. Students read books and participate in language learning activities designed by the ESL teacher to build their knowledge of the content areas, while simultaneously building content area vocabulary and language necessary to succeed in the classroom and beyond and meet the demands of the Common Core. The ESL teacher uses Common Core standards to design curriculum and provide instruction in the content areas to her ELLs. She utilizes the CALLA approach of content area instruction and language development, instructing the students explicating in the vocabulary they need to understand the content areas and providing them language experiences in which they both hear and utilize the vocabulary. Be it a read aloud, shared writing or reading, hands-on science experience, or social studies research project, or math game, students are engaged in language rich experiences and opportunities and both learn and use new vocabulary and language that they can bring with them back to the classroom and their lives outside of school. Instruction is given in English, but content area materials are made available, when necessary in the student's native language. These materials include books, magazines, and newspapers, as well as online information and resources, such as dictionaries and glossaries, in Spanish, Portuguese, French, Russian, German, Danish, Arabic, Chinese, and Japanese. Students are presented these materials in direct language lessons, through read alouds, and also use them in independent reading and group work. The teacher also uses Reader's Theater plays that the students read, recite, and act out together demonstrating their knowledge of language and literacy. Maps and visual diagrams are used to scaffold language in some of the content areas. Shared reading poems and charts also help the children develop oral language. Cds with songs are also used to help the students extend their vocabulary and develop oral language. Total Physical Response is used to help students learn and connect with new vocabulary. Phonics games, letter recognition, and other language games are used to help students learn and practice the phonics skills needed to be successful with the language. The ESL teacher also has various styles of writing paper to help adapt the writing level for each student. Some pages have more room for pictures for the students to draw their stories and lines are wider. Other pages have smaller areas for pictures and more, thinner lines to encourage more writing. It all depends on where the student is in the language acquisition process. Also, when need be, students may speak to each other and write in their native language, thereby using the native language as a bridge for their English language learning and utilizing the technique of bridging. The teacher also works closely

with classroom teachers and content area teachers to share some of these techniques and skills so that they can be used in the classroom, as well. These materials are differentiated and used for all program levels--beginner through advanced, depending on what is needed by each group of students.

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

To ensure that ELLs are appropriately evaluated in their native language, the Spanish Lab-R is given to all Spanish speakers who take the Lab-R. A bilingual evaluator will evaluate all Special Education students that require such services. Additionally, children will be given books in their native language to read and respond to. Teachers may ask the student to retell what the book is about and some key points or events in it. ELL students will also be given the opportunity to write and respond in their native language when appropriate and use google translate, word for word glossaries, or dictionaries to translate their writing to English.

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

Our school ensures that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year. ELL students are continually assessed both in their ESL classes and their classrooms in all four modalities. Teachers assess their oral language both formally and informally on how they respond and contribute to classroom discussions, through oral presentations, and turn and talks. Knowledge of written language, both reading and writing, is also continually assessed formally and informally. Teachers will read with students, sometimes evaluating them using the Fountas and Pinnell running record system, or A-Z readings' running records. Teachers take notes and ask students questions about the books they have read and to recall key facts and details. Students may also partner read and the teacher will observe their interactions and note strengths and weaknesses. Sometimes students will be asked to respond in writing to something they have read or heard aloud. Teachers will then look at their writing and note areas of strength and weaknesses and where the students may need to improve. Teachers will also look across the students writing from the beginning of the year to the end and in between to track students' progress and make note to what needs to be taught.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Instruction is differentiated for all ELL sub-groups:

a. P.S. 8 does not have any SIFE students at our school. However, the plan for SIFEs is to include them in the appropriate grade level classroom and provide them with the extra 37.5 minutes of tutoring twice a week in the mornings. SIFES will also work with the ESL and intervention teachers during the school day. These teachers will work closely with the classroom teachers to ensure that the student is making progress. Instruction will be differentiated by all teachers who work with the SIFEs and communication will be maintained on a regular basis between all teachers and parents, as well, so that the student is brought up to grade level.

b. Newcomers (ELLs in U.S. schools less than three years): All newcomers receive the appropriate amount of ESL instruction as mandated per CR-Part 154. Because No Child Left Behind (NCLB) now requires testing for all identified ELL's in the country for more than one year, these students are given extra support in preparing for the State exams. They are given AIS support with focused instruction on developing their language skills and understanding the language and strategies needed to be successful on the State exams. Additionally, the extra 37.5 minutes of tutoring twice a week in the mornings by either the ESL teacher or their classroom teacher is made available to them.

c. ELL's receiving service for 4-6 years receive the mandated amount of ESL instruction as well as AIS support. Classroom teachers differentiate instruction for the students and are made aware of their language needs. The ESL teacher also differentiates instruction and works closely together with the classroom and AIS teachers to move these ELLs along. All teachers share information about the needs and progress of the children and work together to support the students in a continuous manner. These students are also offered additional tutoring for 37.5 minutes twice a week in the mornings. These ELLs take the NYSESLAT and other standardized tests, such as the predictives, ELA, and Math exams throughout the year. All test scores are analyzed and discussed by teachers working with the student. This helps teachers to focus instruction and provide the student with the appropriate language scaffolds to support their language acquisition and development. An AIS plan will be created for the child based on his or her needs. If needed, the child will also receive counseling and other support. Parents are also encouraged to come in and meet with the teachers to also assist in helping the 4-6 year ELL students make progress.

d. For long-term ELLs (those who completed more than 6 years in the program), the same interventions and strategies mentioned above are also used. They are given the opportunity for the extra 37.5 minutes of tutoring twice per week in the mornings, as well as, AIS support and the properly mandated ESL instruction, in which the ESL teacher focuses on the specific language needs. The ESL teacher works closely with the classroom teacher and AIS teachers to build on these language needs both in the classroom and in the ESL pull-out program. The AIS team will meet to discuss the needs of these students and develop an academic plan. Teachers may also attend a PPC (Pupil Personnel Committee) meeting with SETSS teacher, guidance counselor, principal, and other related service providers and classroom and ESL teachers to discuss the needs of the students and come up with an Academic Intervention Plan for the students.

e. Former ELLs are closely monitored by the ESL teacher and current classroom teachers. The ESL checks in with the classroom teacher to see how the former ELLs are doing in their class and if they have any specific needs. If there are, support will be given to the classroom teacher to help meet the needs of the former ELL. If needed, the former ELL may receive addition 37.5 minutes of tutoring twice a week in the mornings by either the ESL teacher or the classroom teacher, or both as necessary. If the ESL teacher has room in her schedule, she may also elect to see the former ELL student once or twice a week during the school day at an agreed upon time with the classroom teacher. Academic intervention services may also be provided on an as needed basis to assist the former ELL. Former ELLs will also be given testing modifications on State exams for up to two years after they reach proficiency on the NYSESLAT.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Teachers of ELL-SWDs use a number of different instructional strategies and grade-level materials to provide access to academic content areas and accelerate English language development. Among these are visual charts and graphic organizers, levelled libraries with a variety of non-fiction texts, content area taxonomies, and word walls differentiated for the appropriate grade level for each child. The books the child reads is on his or her level and writing assignments are modified so that the ELL-SWD can meet the same content area standards as his or her native speaking, non-SWD peers. The same strategies and protocol for long-term ELLs and ELLs 4-6 years are also used with ELL-SWDs. This includes 37.5 minutes of tutoring time twice a week in the mornings and AIS services where appropriate. Meetings are held to discuss the children's progress. Counseling is provided when necessary. Students are instructed at a pace that is appropriate for them. Programs, such as, Wilson and Foundations, are also used to support these learners. Some ELL-SWDs are placed in ICT classrooms, while others may receive SETSS during the school day. The SETSS teacher and ESL teacher discuss the progress of the child and work with the classroom teacher. Collaboration occurs amongst all parties involved including the parents. The school ensures that ELL-SWDs whose IEP mandates ESL instruction receive the appropriate program because all teachers and out-of-classroom personnel that work with the child come together during IEP meetings to discuss the child's academic and social-emotional needs to ensure that his or her placement is the best fit.

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

P.S. 8 uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment. ELL-SWDs are scheduled for ESL during a time that does not conflict with the child's needs in their classroom as per their IEP. ELL and classroom teachers discuss curricular and instructional strategies to support the needs of the ELL-SWD. Modifications are made to curriculum and instruction to ensure that ELL-SWDs have access to the material being taught and are meeting his or her language goals and needs. The school ensures that flexible programming is used to maximize the time the ELL-SWD spends with non-disabled peers, both in his or her classroom and in the ESL group.

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:			

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

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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	

25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. 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.

Last year, one current fourth grade ELL took the ELA exam and scored a two. This ELL student also scored a three on the math. Another current fourth grade ELL, who was a newcomer, did not take the ELA, but took the math exam and scored a one. One current fifth grade ELL, who was also a newcomer, did not take the math or ELA exams, but did take the science and scored a one. Both current sixth grade ELL students scored ones on the math and ELA exams. Thus, the majority of upper grade ELL students need support in both the content areas and ELA tests. There are targeted interventions for ELLs students not meeting grade level or needing extra assistance in math, ELA, and science. These interventions include an extra 37.5 minutes of tutoring twice a week in the mornings, as well as AIS services in both Math and Literacy, and content areas where necessary. Specific work is being done around vocabulary, comprehension, and reading and spelling strategies and well as building math and science content knowledge and the ability to read and decipher math and science word problems. These programs are offered in English, but native language dictionaries and other supports are made available when necessary. Targeted interventions in science include more hands-on and project-based studies, as well as content area reading. Students work in groups with their peers to explore and learn science material. The group work with English speaking peers helps to scaffold science for ELLs who are learning the language. The teacher also provides assistance with computer technology incorporating various science and math based and language learning websites for ELL students to visually learn the language and content area material.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

While most ELL students are making progress on the NYSESLAT exam, it seems that more work needs to be done in the content areas, both in terms of content area knowledge, as well as language development. Of the 17 students who took the NYSESLAT exam last year, five reached proficiency, moving from the advanced level to proficient. Five other students showed growth by at least one level, moving either from beginner to intermediate or advanced, and intermediate to advanced. Seven students did not show progress in terms of proficiency levels, but made progress in terms of their growth as evaluated by classroom assignments and group work. Most of the students who did not make NYSESLAT progress were at the advanced level. Thus, part of the overall effectiveness of the program depends on moving the advanced students to proficiency and improving content area knowledge and language development.

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

Some new programs we will be considering for next year include after school English classes for parents of ELLs that would like to improve their English skills. We have had some parents of ELLs who do not speak English well and ask about ESL classes for them. We may also look into more computer programs to support English language skills both during and after school, including Rosetta Stone software. Many of the upper grade ELL students have been responding well to computer programs that help build literacy skills, such as Starfall and abcyia. Having more computer programs available for them based on their interests will help ELLs to learn the language faster.

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

We will not discontinue any programs for ELLs.

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

ELL students are afforded equal access to all after school programs. They can participate in the after school virtual YMCA, kids Orbitz, the robotics team, glee club and play productions, film club, Chinese, French, Spanish, and Italian classes, and all Kids Create8 afterschool clusters. For the YMCA, Orbitz, and KidsCreate8 after school programs, letters are sent home in the beginning of the year informing parents of the programs with an attached application if they wish to participate. Translated materials are provided where necessary. For language classes, the process is the same. With the robotics team, glee club, film club, and play productions there is a tryout and application process. Announcements are made in class, via email to the parents, and through posters in the school hallways informing students when and where applications are due and when tryouts are. ELL fill out the application (assistance is given to them by the ESL teacher or their classroom teachers, if needed) and students attend tryouts with their English speaking peers. Once accepted, the ELL students participate fully in the programs and interpretation and translation services are provided for their parents when necessary.

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

There are many instructional materials used to support English language learners. Breakthrough to Literacy is a computer-based

software literacy program with individualized instruction on the computer, which students use in their classrooms. The ESL teacher also utilizes various language and phonics software with the students. Students have access to numerous websites for building language and phonics skills, such as Starfall, abcya, abcfastphonics, eslgamesworld, vocabulary.co.il, breakingnesenglish.com, among others. Students also have access to levelled libraries, native language books, and a school library with many types of books on various topics. Maps, diagrams, and charts are used to support content area instruction. The ESL teacher also provides language games that students use to develop their language skills and interact with other students.

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

Native language support is delivered in ESL through the use of native language materials whenever possible or needed. Native language books are available to students in the ESL classroom library as are native language to English dictionaries. Whenever possible the ESL teacher will bring in books that demonstrate and show various languages to promote positive self-awareness and pride in the student's home language. If, at any point, a student needs to say something in his or her native language, or write in that language, the teacher will allow it and use it as a bridge to deepen their understanding of English. Many times, children in the early stages of their language development may only understand an object or concept in their home language. If that is the case, the teacher allows it to be spoken and written in the native language, but with the effort made to translate it to English or describe it through words and visuals. In this way, the teacher can then begin to teach possible English words for the term or concept. The native language is not excluded from instruction, but brought into the ESL class as a supplemental tool or language support to aid in the student's English development and maintain a connection to the student's sense of identity. Currently, we do not have any TBE or Dual Language programs.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Required services support and correspond to ELL's age and grade levels. Children are grouped according to their grade level and language abilities and work with students on building skills that are age-appropriate as they progress through the various language stages. Age-appropriate materials are given to students to work on and they are taught content area instruction that corresponds to their age and grade level. Math and ELA instruction are aligned with the appropriate grade-level common core standards for ELL students.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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

18. What language electives are offered to ELLs?

ELLs, like all other students in our school, are offered French, Chinese, and Spanish language elective programs after school, for an additional cost. Additionally, that the middle school, all students take Spanish during the school day.

19. For schools with dual language programs:

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

Our school does not have a dual language program.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. Parents are very involved at our school. All are welcome to volunteer in classrooms through the Learning Leaders program. All parents, including ELL parents, are welcome to get involved as a class parent or volunteer in the library or with other programs. Some parents come in and teach courses around their various skills or interests, such as music, theater, and so forth. Parents are also encouraged to come and share facts and stories about the child's native country. Each month, the parent coordinator hosts a Diversity night where parents from various cultures and backgrounds share their cultures with others, and if asked, may also do so during the school day for the students. Parents volunteer to help out at the school play, after school robotics program, film club, language classes, and other after school activities. Just about any activity has a parent volunteer of some kind. All these opportunities are open to ELL parents, as well. Parents also are encouraged to attend monthly PTA meetings, volunteer at the Book Fair and fundraising events, such as the Annual Auction and raffle. Translation services are available to parents. An interpreter may be provided for Parent-Teacher Conferences or other meetings, such as IEP. Over-the-phone interpreters are also used during these meetings or throughout the school year, as needed. Online translation is made available for documents that parents receive. The DOE translation service is also used to provide parents with the necessary translation. Sometimes parents may be called upon to translation for other parents during meetings or conferences, as needed.

2. The school partners with other organizations and Community Based Organizations to provide services for ELL parents. The YMCA offers free English classes for adults. The ESL teacher will bring flyers and distribute them to parents and also give copies to the Parent Coordinator to have available for any parent that wishes to attend. The school also hosts a literacy education night for parents that is presented by literacy specialists and/or experienced classroom teachers. Various teachers in the building also hold workshops in the evenings for parents on ways to support their children in the classroom and on State exams. There is also a yearly Parent Orientation for Newly Enrolled ELLs in which parents are shown a program video, distributed program information, and can ask questions of the ESL teacher and Parent Coordinator. All parents are invited and encouraged to attend PTA meetings. Oral interpreters and written translation is made available when necessary for parents.

3. We evaluate the needs of parents through the Home Language Information Survey, Language Preference Form, and informal conversations, both by the ESL teacher and the school's Parent Coordinator, Principal, and Assistant Principal. There is a Parent bulletin board on the first floor hallway that provides parents information. All parents receive a Language Preference form to fill out at the beginning of the year, stating their preference for communication both orally and written. Such information is also on the Home Language Information Survey that parents fill out at enrollment. Translation and interpretation services are then made available to them as needed. Teachers and staff use the DOE translators for parent meetings and other situations that require communication in other languages, as well as outside providers.

4. Our parental involvement activities address the needs of parents because they give parents a way to interact with members of the school community. Parents are invited to attend yearly school-wide potlucks, monthly classroom celebrations, annual fundraising events, and monthly PTA meetings--all which involve them in the school community.

D. Parental Involvement

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

1. Parents are very involved at our school. All are welcome to volunteer in classrooms through the Learning Leaders program. All parents, including ELL parents, are welcome to get involved as a class parent or volunteer in the library or with other programs. Some parents come in and teach courses around their various skills or interests, such as music, theater, art, and so forth. Parents are also encouraged to come and share facts and stories about the child's native country. Parents volunteer to help out at the school play, after school robotics program, film club, language classes, and other after school activities. Many activities have parent volunteers. All these opportunities are open to ELL parents.. Parents also are encouraged to attend monthly PTA meetings, volunteer at the Book Fair and fundraising events, such as the Annual Auction and raffle. Translation services are available to parents. A interpreter may be provided for Parent-Teacher Conferences or other meetings, including IEP meetings. Over-the-phone interpretars are also used during these meetings or throughtout the school year, as needed. Online translation is made availble for documents that parents receive. The DOE translation service is also used to provide parents with the necessary translation. Sometimes parents also help out as an interpreter for other parents during meetings or conferences, as needed.

2. The school partners with other organizations and Community Based Organizations to provide services for ELL parents. The YMCA offers free English classes for adults. The ESL teacher brings flyers and distribute them to parents and also give copies to the Parent Coordinator to have available for any parent that wishes to attend. The school also hosts a literacy education night for parents that is presented by literacy specialists and/or experienced classroom teachers. Various teachers in the building also hold workshops in the evenings for parents on ways to support their children in the classroom and on State exams. There are also Parent Orientations for Newly Enrolled ELLs in which parents are shown a program video, distributed program information, and can ask questions of the ESL teacher and Parent Coordinator. All parents are invited and encouraged to attend PTA meetings. Oral interpreters and written translation is made available when necessary for parents.

3. We evaluate the needs of parents thorough the Home Language Information Survey, Language Preference Form, RHLA report, and informal conversations, by teachers and administration, including classroom teachers, the school's ESL teacher, Parent Coordinator, Principal, and Assistant Principal. There is Parent bulletin board on the first floor hallway that provides parents information. All parents receive a Language Preference form to fill out at the beginning of the year, stating their preference for communication both orally and written. Such information is also on the Home Language Information Survey that parents fill out at enrollment. Translation and interpretation services are then made available to them as needed. Teachers and staff use the DOE interpreters, and contracted outside vendors approved by the DOE, for parent meetings and other situations that require communication in other languages.

4. Our parental involvement activities address the needs of parents because they give parents a way to interact with members of the school community. Parents are invited to attend yearly school-wide potlucks, monthly classroom celebrations, annual fundraising events, and monthly PTA meetings--all which involve them in the school community.

E. Additional Information

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

Data is based on reports as of 10/24/13.

Part VI: LAP Assurances

School Name: The Robert Fulton School

School DBN: 13K008

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Seth Phillips	Principal		1/1/01
Robert Mikos	Assistant Principal		1/1/01
Leanne Mehno	Parent Coordinator		1/1/01
Tracey McNeil	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 13K008 School Name: The Robert Fulton School

Cluster: 6 Network: 612

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

Part A: Needs Assessment Findings

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

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

If the parent is new to the school but not new to the New York City Department of Education, the appropriate administrators and pedagogues, including the school's E.L.L. coordinator/teacher, will look at the child's HLIS to determine if a language other than English is requested for communication. If no space is available or the language is not indicated, parents will receive a written letter requesting them to specify their preferred language for communication.

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

This school has a variety of languages spoken, ranging from Chinese and Arabic to Bengali, Spanish, German, French, Hebrew, Hungarian, Persian, Dutch, Norwegian, Russian and Italian. Not all of the families need translation services, though there are some that do. In grades 3 and 7, there are Arabic speaking students who need oral interpretation services. In kindergarten and 2nd grade, there are Persian families who need oral interpretation and some written translation services. In grade 7, there is a student whose parents need oral interpretation and written translation services. In first grade, there are Hebrew, Italian, and German speaking families who do not require translation and interpretation services. There is also a Cantonese speaking family in 2nd and 4th grades who require oral interpretation services, but not written translation. There is a Bengali family in 2nd grade who require oral interpretation and written translation. In 3rd grade there is a family from Belgium that does not require oral interpretation and written translation services. The same goes for a Norwegian family in fourth grade. Both of whom just arrived

to the country this year. In 5th grade, there is an Arabic family from Syria who require both written translation and oral interpretation services. There are also many Spanish speaking families throughout the grades, including K, 1, and 5, who do not require oral interpretation and written translation. There is an Italian speaking family in first grade who does not require written translation or oral interpretation. In 2nd and 5th grades, there is a Japanese speaking family who does not require written translation or oral interpretation. There are also Albanian speaking families who do not require oral interpretation or written translation. There are some Arabic speaking families who do not require oral interpretation or written translation services. In kindergarten there are Spanish, Hungarian, and Chinese speaking families who do not require oral interpretation or written translation services.

These findings were gathered from the Home Language Survey, parent request forms, and teacher input. They are shared with the school community through SBST meetings, IEP meetings, staff meetings, and SLT meetings. Teachers, staff, and administration also share this information through ongoing dialogue and written communication.

Part B: Strategies and Activities

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

The school will provide written translation services and meet the identified needs indicated in Part A. To ensure timely provision of translated documents to parents in need of language assistance services, teachers will submit letters up to two weeks prior to dissemination, or use an online translation program free on the web, such as google translate, to translate letters to parents immediately. The letters submitted two weeks ahead of time will be translated by the appropriate translator, be it through the Office of Translation, an outside vendor, or in-school staff person, or parent volunteer.

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

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

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

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