



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: PUBLIC SCHOOL 8

DBN (i.e. 01M001): 31R008

Principal: LISA ESPOSITO

Principal Email: LESPOSI2@SCHOOLS.NYC.GOV

Superintendent: JESSICA JENKINS

Network Leader: RICHARD GALLO

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Lisa Esposito	*Principal or Designee	
Susan Adams	*UFT Chapter Leader or Designee	
Cynthia Kambos	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Lisa Bourekas	Member/ Parent	
Daniela Schroeder	Member/ Parent	
Dena Galvin	Member/ Parent	
Stacey Brower	Member/ Parent	
Karen Bloom	Member/ Teacher	
JoAnn Hotaling Melissa Melnick	Member/ Assistant Principal Member/Teacher	

**Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she 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)
	▪ Annual Goal
X	▪ 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)
	Title I Plan (Only for schools receiving Title I funding)
	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.
 Classroom teachers and teacher teams will implement learning environments that will result in 75% of our Kindergarten students achieving Level D in the TCRWP by June 2014.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 Based on the data from the TCRWP for the 2012-2013 school year, 55% of our students in Kindergarten achieved Level D by June 2014. As a result, the teacher teams through inquiry and grade level meetings have studied the data to project student achievement from grades K-5 and have uncovered the need to improve Fountas & Pinnell reading level results in Kindergarten.

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. Teachers will implement daily read alouds with complex texts incorporating reading strategies from Ready-Gen curricular.
2. Teachers will implement shared reading experiences to foster strategic thinking.
3. Each day, teachers will work with small groups to facilitate guided reading at the instructional level.
4. Each day, teachers will arrange small groups based on data to initiate differentiated instruction to support students in moving Fountas & Pinnell reading levels.

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

1. Classroom Teachers
2. Classroom Teachers
3. Lead Instructional Team
4. Support Service Personnel

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

1. 100% of our Kindergarten students will engage in independent reading to master their just right texts. Students will conference with their classroom teacher bi-monthly to monitor progress and set goals.

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

1. TCRWP will be implemented 3x a year. September 2013 – November 2013, December, 2013 – March 2014 and April 2014 – May 2014.

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

1. Weekly inquiry grade meetings.
2. Collaboratively looking at student work.
3. Support from School Administration/Lead Instructional Team
4. Support from Achievement Coaches CFN 604.

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).
 N/A

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	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.
 100% of students in grades 3, 4 & 5 will engage in instruction to improve their extended on-demand writing responses from one paragraph to two paragraphs incorporating two complex texts. 75% of our students will demonstrate growth in their on-demand written responses incorporating 2 complex texts.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 As per the Measures of Student Learning growth model, 50% of our students met the criteria for extended response supported by two complex texts. As a result of these findings, teachers will engage students in developing skills and strategies to improve their on-demand written responses. Based on instruction and additional support, 75% of our students in grades 3, 4 & 5 will show growth and demonstrate proficiency by producing two paragraph extended responses based on complex text engagements.

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. Writer's Workshop
 2. Small group writing instruction
 3. Individual writing support based on need
- B. Key personnel and other resources used to implement each strategy/activity**
1. Classroom Teachers
 2. Classroom Teachers
 3. School Administration/Lead Instructional Team
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. In grade 3, 50% of our students will demonstrate growth in on-demand writing prompts incorporating 2 complex texts.
 2. In grade 4, 50% of our students will demonstrate growth in on-demand writing prompts incorporating 2 complex texts.
 3. In grade 5, 50% of our students will demonstrate growth in on-demand writing prompts incorporating 2 complex texts.
- D. Timeline for implementation and completion including start and end dates**
1. September 2013- May 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Teacher Team Meetings
 2. Inquiry Grade Meetings collaboratively looking at student work.
 3. On going professional development

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parental 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).
 N/A

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	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.

By June 2014, students with disabilities (SWD) and English Language Learner's (ELL's) will close the achievement gap in ELA as measured by a 5% gain in student performance on the spring 2014 ELA Benchmark Assessment.

Comprehensive Needs Assessment

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

These students are identified as reading below grade level on TCRWP and monitoring for success quarterly results, IEP goals and objectives, and Baseline Assessments in grades K-5.

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. NYSESLAT, NYSITELL, ELL Periodic Assessment
2. TCRWP
3. Annual Reviews for IEP students

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

1. ESL Teacher
2. Classroom Teachers
3. SETSS Teacher, School Assessment Team, Service Providers

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

1. 100% of students in Grades K-5 who are English Language Learners and students with disabilities will receive supports in accordance with recommendations made by classroom teachers to the RTI Team and will be serviced according to their needs
2. 100% of students in grades K-5 who are ELL's & SWD's according to their individual needs will be engrossed in differentiated small group instruction to support language and access learning.
3. 100% of students in Grades K-5 who are identified as ELL's & SWD's will be provided tiered interventions as well as specialized instruction and teacher support to allow for growth and independence.

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

1. ELA Fall Benchmark January 6 – February 7, 2014, ELA Spring Benchmark March 12 – June 6, 2014.

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

1. ESL Teacher
2. Classroom Teachers
3. SETSS Teacher, School Assessment Team, Service Providers.

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).

- Parent translation memos, newsletters, and student report cards.
- After-School Enrichment program for Fall 2013 – Spring 2014, SEM (School Enrichment Academy) model.
- Voluntary/Involuntary pupil admission into the extended day program.

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

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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	In grades K-5 ReadyGen Intervention Kits are used to develop language and focus in on specific skills, in addition, using resources and materials to assist in skills reinforcement. Small group instruction intended to identify struggling readers to develop the capacity to comprehend texts across a range of types and disciplines.	Small group instruction to teach organized writing skills, including argumentation and persuasion.	Programs run before, during and after-school that teach students how to independently use reading strategies; such as questioning, synthesizing etc.
Mathematics	GoMath is used as a basis for small group instruction, using skills, concepts and strategies to build math competency.	The program is used in both large group and small group capacity to maximize and reinforce mathematical concepts.	AIS is built into the school day on every grade 5 days a week.
Science	The Full Option Science System Program emphasizes a hands on and minds-on approach to learning.	Students are actively engaged in the discovery process using multi-sensory methods. This approach allows students to practice everyday problem solving skills, learn new science content and enhance exposure to literacy, both informative and non-fiction texts.	AIS is a push in program 5x a week.
Social Studies	Social Studies for grades K-5 absorbed into the school day, infused into the literacy curriculum, through non-fiction texts, as whole groups.	This is delivered in a small group service in guided reading settings.	Social Studies is infused throughout the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Services provided by Guidance Counselor, school social worker, school psychologist are provided as needed.	Services can be delivered small group; whole group or one to one.	Services are provided during the school day. Related service providers such as SETSS, Speech, OT, PT, hearing and vision, and nursing are provided as needed reflected in RTI team recommendations and IEP mandates.

**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

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 31	Borough Staten Island	School Number 008
School Name The Shirlee Soloman		

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 Lisa Esposito	Assistant Principal Jo Ann Hotaling
Coach	Coach
ESL Teacher Julie Maltese	Guidance Counselor Joseph Pagliaro
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator AnnaMaire Cardillo
Related Service Provider	Other Karen Bloom/Test Coordinator
Network Leader(Only if working with the LAP team)	Other

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.	1	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	1	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)	512	Total number of ELLs	5	ELLs as share of total student population (%)	0.98%
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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	1	1												2
Push-In	1	1												2
Total	2	2	0	4										

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	5	Newcomers (ELLs receiving service 0-3 years)	4	ELL Students with Disabilities	1
SIFE	0	ELLs receiving service 4-6 years	1	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	4	0		1	0	1	0	0	0	5
Total	4	0	0	1	0	1	0	0	0	5

Number of ELLs who have an alternate placement paraprofessional:

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	2			1									4
Chinese														0
Russian	1													1
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	2	2	0	0	1	0	0	0	0	0	0	0	0	5

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)	1	1			1									3

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)														0
Advanced (A)	1	1												2
Total	2	2	0	0	1	0	0	0	0	0	0	0	0	5

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	1				1
4		2			2
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)	1				1

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

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

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.
P.S. 8 uses the Teacher College Reading and Writing Project (TCRWP) to assess early literacy skills of our ELLs. Data provides insight into ELLs reading levels. If the ELLs are reading below grade level as per the data, we can refer them to RTI or other services. This data helps inform our school's instructional planning by determining if the students are on grade level or if they need remediation to reach grade level. For example if a ELL is in first grade reading on a level B, they will get RTI services to increase the skills needed to move them to grade level.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Due to a low population, P.S. 8's data on the Lab-r and NYSESLAT does not currently show any patterns across proficiency levels.
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](#))
The NYSESLAT modalities are not currently available in ATS, although the modalities usually do show patterns across NYSESLAT modalities that affect instructional decisions. The instruction incorporates student's deficiencies in each modality to ensure the students are exposed to the modalities they have not mastered. Data displays information about Annual Yearly Progress (AYP); it reveals if the student made gains in each modality, did not move, or decreased.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
Currently, P.S. 8 has an English as a Second Language program (ESL).
 - a. There are not clear patterns across proficiencies and grades at the present time due to a low enrollment of ELLs. Past data has revealed that there is a correlation that scores increase based on the number of years in ESL; not grade level. Currently students have not chosen to take the State Tests in a language other than English; their English scores are consistent with their English proficiency.
 - b. Usually the data from the ELL periodic assessment is shared with the classroom teachers. The results give teachers a more in depth look into what skills ELLs have mastered and what skills need to be reinforced.
 - c. The ELL periodic assessments show a breakdown of specific literacy skills. The native language is not used on the assessment.
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](#).)
Previously P.S. 8 has used the Mondo program for Response to Intervention (RTI) for grades K-5. Currently the school is using the RTI from the new curriculum Ready Generation (Ready Gen.) in grades K-5. Ready Gen. has an RTI identification component built into the lessons and assessments. These assessments determine grouping. The groups are formed based on which students did not master the lesson and which students mastered the lesson. RTI strategies are used to provide the building blocks needed to master each lesson in small groups, as well as, provide enrichment to the students who have mastered the lesson.
6. How do you make sure that a child's second language development is considered in instructional decisions?
A student's second language development is continuously considered for instructional decisions. Based on a student's ESL level (advanced, intermediate, or beginner) instruction will be designed to meet the needs of each student. Extra support is provided by the use of visual aids and collaboration between classroom teacher and ESL teacher. Vocabulary development will depend on a student's language development and will determine what tier words students are exposed to (Tier 1, 2, and 3 words). Different points of entry will also be used in instruction depending on the student's language development.
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?
Due to low enrollment P.S. 8 does not have any dual language programs at this time.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Success of programs for ELLs is determined by informal and formal assessments. Writing pieces and reading levels are used to informally assess student growth. If a student is moving up in reading levels they are making progress. In addition the NYSESLAT

modality breakdown is used to determine if a program is successful. If a student is lacking in a particular modality(listening, speaking, reading, or writing) the program may need more instruction in that skill and practice in that specific area. The classroom teacher and ESL teacher use ESL strategies and incorporate other instructional materials to aid in the students' success. Annual Yearly Progress (AYP) for ELLs is determined by the past three years of the NYSESLAT when applicable.

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](#).) P.S. 8 is devoted in properly identifying, testing, and serving its ELL population. The home language Identification survey (HLIS) is administered when a new student enters the school system for the first time. An informal oral interview is conducted with the student and parent, as well as, filling out the formal initial HLIS form within 10 days of enrollment. The licensed English as a Second Language (ESL) teacher conducts the HLIS, interviews, and administers the LAB-R to determine English proficiency level. Students that speak Spanish at home that do not score below proficiency on the LAB-R are administered the Spanish LAB-R to determine language dominance. Translations are available during the ELL identification process. P.S. 8 uses pedagogues that are bilingual in Spanish and provides translation for any other languages needed during the ELL identification process.
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.
P.S. 8 ensures that parents understand all three program choices. Once a student is identified as eligible for services, by the ESL teacher or test coordinator (scores below proficiency on the LAB-R), parents are notified by entitlement letter sent home in the students homework folder (translated letter if needed), parent survey and program selection form, placement letter, and a letter informing them when to attend an ELL orientation. The orientation consists of discussing and informing the parents of the three program options listed on the parent selection form, English as a Second Language (ESL), Transitional Bilingual Education (TBE), and Dual Language (DL).
During orientation parents view a video in the native language and/or English describing each of the three options. After viewing the video parents complete the Program Selection and Parent Survey forms, to determine the program they prefer for their child. Program Selection and Parent Surveys are returned after orientation. All forms are filed and stored at P.S. 8 in a parent selection section in an ESL record keeping binder. The parent program selection choice is entered into the ELPC screen in ATS.
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 [\[see tool kit\]](#).)
Entitlement letters (native language and English) are sent home with the student in their homework folder. The homework folder is checked the next day to ensure the parent received the letter. If the letter is still in the homework folder, it is taken out and mailed to the residence. Parent Surveys and Program Selection forms are filled out at the orientation meetings and returned to the ESL teacher at the meeting. If the parent could not attend the meeting or a make up meeting, the forms are sent home with the student in their homework folder along with a link to the online parent orientation video at <http://schools.nyc.gov/Academics/ELL/FamilyResources/ellorientationvideo2010.htm>.
After the parents choose a program, the parent choice form is kept in the ESL binder in her classroom. The parent choice is also entered in the ELPC screen in ATS. Their choices are monitored monthly to see if a bilingual or transitional class can be opened up. If the form is not returned the forms are sent to the residence by mail. If they do not return the forms to the school up to three phone calls are issued to the parent to determine program choice. If the parent can not be reached the default of bilingual is selected for that student.
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 that did not pass the NYSESLAT are given continued entitlement letters. These letters are sent home with the ELL student in their homework folder, and translated if needed. A copy of the continued entitlement letter is kept in the ESL teachers ESL binder stored in her locked classroom. Identified ELL students are placed in programs determined by parent choice. The parent choice is entered into the ELPC screen in ATS within 20 school days. Once the parent has made their choice they are informed that P.S. 8 has a Free-standing ESL program at this time due to low enrollment. P.S. 8 does not have TBE or DL programs because they do not have adequate population of students speaking one specific language for the creation of a TBE or DL program. If P.S. 8 does acquire the amount of students speaking one specific language in one specific grade that program will be offered based on parent choice. If they selected TBE or DL, their name is placed on a list that is monitored. They are also informed they have the right to place their child in their chosen program. If parent choice indicates a program that P.S. 8 does not offer, the ESL teacher (with a translator) informs the parents of schools that offer the program they requested. If the parent desires for their child to attend a program not offered, a transfer is put into place, providing there is space in the selected school with aligned program choice.

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.

The ESL teacher also determines NYSESLAT eligibility by checking the RNMR, RLER, and RLAT reports in ATS. After determining eligibility the ESL teacher makes a testing schedule with the test coordinator to ensure all four parts of the NYSESLAT are administered to the students within the testing window. The NYSESLAT is administered to determine ELL proficiency or ESL level. All ELLs are tested in listening, speaking, reading, and writing sections of the NYSESLAT. If the ESL teacher should not be present when ELLs need to be identified, and tested, a trained pedagogue, such as the Test Coordinator, or Assistant Principal are responsible for these duties.

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. 

In reviewing Parent Surveys and Program Selection forms for the past few years ELL parents have requested ESL programs as their first choice, but if they do not it is monitored. For example, this school year we have two new ELL parents. One parent selected ESL as their first choice so the parents choice is aligned to our schools ESL program. Although the other parent did not choose ESL, that parents choice is noted and if we get enough students speaking the same language in that grade level then we will inform the parent we can open up a transitional program or dual language program. Parent choices are entered into the ELPC screen in ATS.

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])?
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 models for ESL are push-in (co-teaching) and pull-out. The push-in model is used during the literacy block. After the lesson the ESL teacher teaches a small group through different points of entry utilizing ESL strategies. During the pull-out model the ESL teacher takes small groups to reinforce skills and to teach the ELLs skills they have not mastered using ESL methodology. Students are grouped according to ESL levels, beginner, intermediate and advanced.

At this time P.S. 8 only has an English as a Second Language (ESL) program. All staff, including administration, classroom teachers, and service providers are aware of their ELL's NYSESLAT and Lab-R scores that determine their proficiency level. All ESL student's that are at an advanced level receive 180 minutes of ESL service per week and all ESL students that are at a beginner and intermediate level receive 360 minutes of ESL per week. Administrators have a copy of the ESL teachers schedule ensuring their students are being serviced properly as per Chancellors Regulations Part 154.

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 for the ESL program model is delivered in English. Content area bilingual glossaries are provided to the ELLs as well as bilingual dictionaries. Teachers deliver the instruction through the use of a smart board whenever possible. Visual aids and videos are a great way to make content come to life for ELLs and aid them in developing a depth of knowledge. Manipulatives and supplemental materials are also used in content based lessons to ensure students are exposed to multiple points of entry to master the CCLS.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

ELLs are typically evaluated in English; However, ELLs are evaluated in their Native Language for the New York State Math assessment if they choose not to take the Assessment in English. In addition, Spanish speaking ELLs are evaluated using the Spanish Lab-R if they score below the English Lab-R cut score.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are exposed to lessons that are comprised of all the four modalities of English acquisition: listen, speaking, reading, and writing. The new CCLS ensures that all modalities are met, as well as, the integrated language standard; which are beneficial to ELLs. Assessments (informal and formal) incorporate the four modalities. Assessments build from listening and speaking to increase oral language to advance toward reading and writing. The NYSESLAT rubrics and grade level task rubrics are often used as a standard to ensure ELLs are advancing and serve as a useful tool to monitor their progress.
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).

A vital part of each ELL learning is the use of differentiating instruction.

- a. SIFE students are closely assessed to identify where the gaps in learning are. SIFE students are taught the CCLS according to their grade and English proficiency. Lessons are modified for them.

b. New comers that have been in a U.S. school less than three years are taught the CCLS and it is modified to their English proficiency. Oral language, phonics, and vocabulary are strongly enforced for new comers.

c. ELLs receiving service for 4-6 years need to be monitored closely and may be candidates for mediation such as the Response to Intervention (RTI) model. They should be assessed often and lessons are aligned to the CCLS and build from the information they have not mastered.

d. Long-term ELLs need to be monitored closely and may be candidates for mediation such as the Response to Intervention (RTI) model. These students may be bilingually evaluated to determine if a language or a disability is impeding their ability to reach English proficiency. If the student has an IEP, the differentiation is based on the student's IEP goals. The student should be assessed often and lessons should build from the information they have not mastered aligned to the CCLS and their IEP goals.

e. Former ELLs still are eligible to receive ESL test modifications for up to two years after passing the NYSESLAT. They are also monitored closely by their classroom teacher. The ESL teacher is always available to offer extra support to former ELLs when needed. Former ELLs are often placed in classrooms with current ELLs so the ESL teacher is easily accessible to them during push-in.

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?

ELLs and Special Education teachers collaborate to provide ELLs with high quality instruction. They are aware of the ELLs ESL levels and make a schedule together for the student to be serviced. The new Ready Gen curriculum provides ELL components for most lessons. Teachers of ELL –SWD's are aware they must repeat directions and instructions (up to three times) to ELLs and may have to phrase them in a different way for them to better understand what is expected of them. ELL's and ELL-SWD's have glossaries to accelerate English Language development for most academic content areas, smart boards, and visuals are used when available. First Attendance is taken in the IVR system for ELLs-SWD. All teachers are responsible to keep a copy of the students IEP in a binder locked in their classroom and/or online access to SESIS to ensure the students are receiving the correct amount instruction from service providers. The classroom teachers also are aware of their ELLs proficiency levels and the hours they are mandated to receive.

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?

The RTI model is used to ensure that curricular, instructional, and scheduling flexibility enable diverse students such as ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment. ELL-SWD's lessons are modified to achieve their IEP goals. If the RTI model within a general education setting is not restrictive enough, the student may enter an ICT class. Students are placed in ICT classes on both sides special education and general education by parent consent, such as a signed IEP and/or a parents agreement for their child to be in the ICT class.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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.



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.

The RTI model is our targeted intervention program. Teachers fill out RTI forms for students that need RTI services. The forms include the students reading level, state test scores, strengths, weaknesses, and their individualized targeted intervention plan. The RTI model is used during the school day with the RTI tier level books provided in the new Ready Gen and Go math programs. All intervention programs are offered in English. All teachers meet monthly during the school day for an RTI meeting with the principal, AP, and test coordinator to discuss RTI for each student getting intervention services and track their progress. The school also provides extra support in ELA and Math in a variety of ways. P.S. 8 offers free afterschool test preparation and enrichment programs, such as “Reading has Meaning” and “Adding up to Success”, which ELLs in grades K-2 and 3-5 are encouraged to attend. Students that have IEP’s for SETSS services receive intervention during the school day in the SETSS classroom. Moreover, ELLs that need extra help are all invited to extended day to offer additional support in ELA and MATH skills.

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

The effectiveness of our current programs cannot be determined at this time. Our school has adopted a new curriculum for English Language Arts and Mathematics, Ready Generation and Go Math. Both programs are based on CCLS, RTI, incorporate tier 1-3 words to ensure language development and have an ELL component for lessons to better instruct ELLs. Effectiveness will be evaluated by students reading scores, benchmark assessments, state assessments, and informal classroom assessments.

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

P.S. 8 is using new programs this school year. New programs include Ready Generation (Ready Gen.) and Go Math.

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

Everyday Math, Mondo, Reading Streets will be discontinued this school year. They will be discontinued because new programs have been purchased to better align to the CCLS and better utilize the RTI model.

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

P.S. 8 has a multitude of school programs that are available to all students including ELLs. During school programs include the P.S. 8 Chorus club and Band Club. P.S. 8 houses an after school program sponsored by United Activities Unlimited (UAU), Children’s Activities After Three (CAAT) program. In addition to the after school program P.S. 8 offers several after-school enrichment academy programs such as, Gardening Club, Soccer for the Soccer Enthusiast, Reading has Meaning, Culinary Institute, Glee 8 Club, Slam Dunk Basketball for Girls and Boys, Fall Boy for Boys, Jump into Jazz, and All Star Ball for Boys. All of our programs are in place to develop a well-rounded learner and provided multisensory learning. All students are granted an equal opportunity to participate.

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

Several instructional materials, including technology are used to support ELLs. The smart board is used as often as possible when providing instruction. The new curriculum programs Ready Gen and Go Math have capabilities to incorporate technology into the lessons. The Science programs used are the Full Option Science System (FOSS) which is a research-based science curriculum that uses technology and hands on manipulatives for experiments. The use of bilingual glossaries and dictionaries are also given to ELLs to assist them in instruction.

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

Native language support is delivered in our ESL program by the use of content area glossaries and bilingual dictionaries.

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

All service providers and classroom teachers collaborate to best support our ELLs. Often classroom teachers and service providers will share materials to reinforce a lesson through different points of entry. All teachers of ELLs are aware of the age, grade level, and Language proficiency so they can best assist them in reaching CCLS and IEP goals. The ESL teacher groups ELLs according to language proficiency and age during pull-out services. The materials used are grade and age appropriate, other supplemental materials may be used if a skill needs to be revisited.

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.

Newly enrolled ELL students meet with the ESL teacher at registration. An informal interview is conducted as well as assistance

in filling out the home language survey. Parents of Lab-R eligible ELLs will be informed that their child will be tested for ESL and results will be sent home with their child within the first 10 days of school. At this time the parents are able to ask any questions they may have to the ESL teacher regarding their child.

18. What language electives are offered to ELLs?

No language Electives are offered to ELLs at this time.

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)?

P.S. 8 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. The ESL teacher attends the Division of School Support and Instruction professional development meetings provided by CFN 604 and meetings by the office of English Language Learners when applicable. The ESL teacher and the Test Coordinator attend professional development meetings and turn-key the information to classroom teachers. The classroom teachers will continue to attend all mandated ESL professional development hours as needed. This school year the ESL teacher has attended the following PD's: Special Ed and ESL collaboration meeting on September 18th, 2013, LAP Technical session on September 16, 2013, and "Who you need to know to help your child with dyslexia and learning challenges on September 30, 2013. The classroom teachers have attended on going professional development starting in the summer of 2013 on the new programs Ready Gen and Go Math. The new programs include an ELL component that the teachers have become aware of through the professional development they are attending. The ESL teacher also turn-keys any workshops on ELLs for the classroom teachers to ensure they have current best practices for ELLs.

2. Teachers are informed when professional development is available for teachers of ELLs. P.S. 8 offers P.D. to teachers in-house on Thursday mornings and at other D.O.E sites when available. They are invited to attend professional development regarding the new Common Core Learning Standards, as well as, other professional development opportunities when they come available.

3. The parent coordinator and guidance counselor ensure a smooth transition for all students from elementary school to middle school. They help the parents fill out forms for middle school if needed. They also speak to the students and parents about what to expect in middle school in regards to programs offered, middle school expectations and school culture. At this time no P.D. has been offered in this district for guidance counselors to aid in the transition from elementary school to middle school. In addition, P.S. 8 has a fifth grade special parent assembly in February with guest speakers from the middle school I.S. 24. This assembly gives parents the chance to address any concerns and answer any questions they may have about their child's transition to intermediate school. This assembly aids as a way for all students, including ELLs to have a smooth transition to intermediate school. In addition, the guidance counselor at P.S. 8 holds an assembly on bullying. At the assembly conflict/resolution is discussed. It informs students how to deal with bullies they may encounter while at P.S. 8 and in intermediate school. This assembly is for 4th and 5th grade students, including ELLs.

4. All teachers are aware of the 7.5 hours of ESL training required. Special education teachers are aware of the 10 hours of ESL training required. Certificates of attendance and completion in workshop hours are copied and maintained in teacher records. Professional development opportunities are offered to all staff as they become available.

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?

P.S. 8 provides a vast amount of opportunities for parents, including parents of ELLs. Oral and written translations are available to parents from the D.OE.'s translation and interpreter services.

P.S. 8 is committed to providing workshops to benefit the needs of all its parents, including parents of ELLs. Workshops are provided monthly to parents, including parents of ELLs. Various topics are offered as per parent request. Examples of workshops are as follows:

Each year P.S. 8 holds an open house for new parents to attend to come view the school. Parents are given tours of classrooms, educated on school programs, and are given a chance to meet the staff.

Workshops are offered in both ELA and Math for parents of ELL students in Grades 3,4, and 5. These workshops provide information and suggestions on how to help their children meet the demands of the NY State ELA and Mathematics standardized exams. K-2 workshop "Help your Child Grow as A Reader", aligned to the common core standards, the workshop includes strategies for reading, online access, read-a-louds, hands on activities, and a list of helpful websites.

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

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

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

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

Moreover, P.S. 8 offers a parent workshop on how to use (ARIS), The New York City Department of Education's Achievement Reporting and Innovation System. This workshop aids parents on how to access ARIS and view important information about their child's progress in academics. In addition, P.S. 8's PTA has monthly meetings that all parents are welcome to attend.

D. Parental Involvement

P.S. 8 provides a vast amount of opportunities for parents, including parents of ELLs.

P.S. 8 has implemented parent workshops for homework assistance, such as, Dial-a-Teacher. The Dial-a-Teacher workshop informs parents how to access a number to call for help with student's homework and projects. P.S. 8 is always working on new innovative ways to involve parents in our community.

Moreover, all parents are invited to grade specific curriculum conferences to introduce curriculum to the parents.

2. P.S. 8 is committed to providing workshops to benefit the needs of all its parents, including parents of ELLs. P.S. 8 works with the translation and interpretation unit as needed to provide workshops to all parents, including parents of ELLs.
3. The parents are encouraged to discuss and/or write down workshops on a parent needs request form. The parents may write down topics they would be interested in and what they may want PTA meetings to address. The parent coordinator also contacts parents by phone and letters(translated as needed) to determine workshop needs. P.S. 8 works to put all of the suggestions into action to best meet the parents' needs. P.S. 8 secures translators as needed.
4. Our parental involvement activities address the needs of our parents to stay informed on school-wide news.

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.

P.S. 8 provides a vast amount of community driven school assemblies enabling the students to develop into good citizens, exposes them to a variety of content based subjects, encourages their involvement and sparks their ambitions to be diverse life-long learners. Assemblies include, 9/11 memorial assembly, Fitness Gram assemblies to teach students about the importance of staying healthy, Rapping Fireman to teach fire safety, a story teller comes from the New York City Public Library to read-a-loud stories to the students, local dentists come to teach students about oral hygiene, anti-bullying assemblies to teach students the importance of being kind and respectful to one another, 5th grade Spelling Bee assembly to test students spelling skills and encourage the importance of spelling.

In addition, P.S. 8 also holds an annual school carnival, Holiday fairs, Spelling Bee, Books fairs, and a Mother's Day Tea. Moreover, each grade is responsible for the production of a play. Plays are an enriching way for students to learn through dramatization. Plays incorporate content, writing, reading, listening, and speaking in a meaningful way.

School Name: The Shirlee Soloman School

School DBN: 31R008

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lisa Esposito	Principal		11/15/13
Jo Ann Hotaling	Assistant Principal		11/15/13
AnnaMarie Cardillo	Parent Coordinator		11/15/13
Julie Maltese	ESL Teacher		11/15/13
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Joseph Pagliaro	Guidance Counselor		11/15/13
	Network Leader		
Karen Bloom	Other <u>Test Coordinator</u>		11/15/13
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: R31008 School Name: P.S. 8 -The Shirlee Soloman School

Cluster: 6 Network: 604

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

Part A: Needs Assessment Findings

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.

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

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.

After an evaluation of the Parent Assurance surveys' we have found that most of the parents in P.S. 8 indicate they want handouts sent home in English, and do not require translation. If and at any time Parent should indicate they would like a written letters, memos, and/or documents translated, as well as, an oral translator, the school will provide translations for them. The parent coordinator is in regular contact with parents assessing their needs. Currently P.S. 8 has five ELLs. The ELL parents have all filled out a HLS and emergency card. Their HL is recorded into ATS in the Adult Parent Language Report (RAPL). There is a list of parents that require written and oral translations kept in the office with the school secretary. P.S. 8 has 26 parents on record in ATS that requested on their HLS to receive translations in their home language. Parents filled out these HLS upon student registration. The parents request for translations has changed over the years as the families have reached English proficiency. Currently, we have two students that require written translations and oral interpretation. They both speak Spanish. These students receive Spanish report cards and translated documents as well. The classroom teachers and parent coordinator are aware of this information and use it to communicate with parents, sending home school notices, D.O.E. notices, report cards, and for parent teacher conferences. In addition, translation signs are available outside the main office.

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.

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

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.

Oral interpretations are provided by bilingual staff and parent volunteers. Signs appear in various languages and are posted at P.S. 8's entrance informing parents that translation services are provided. Teachers are all aware that if a translator is needed during a parent teacher conference they can call they translation and interpretation unit for an over the phone translation.

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

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