

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (*i.e.* 01M001):

31R008

School Name:

P.S. 8 SHIRLEE SOLOMON

Principal:

LISA ESPOSITO

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Public School 8 School Number (DBN): 31R008
Grades Served: Pre-K thru Grade 5
School Address: 100 Lindenwood Road, Staten Island, New York 10308
Phone Number: 718-356-2800 Fax: 718-356-2065
School Contact Person: Lisa Esposito Email Address: Lesposi2@schools.nyc.gov
Principal: Lisa Esposito
UFT Chapter Leader: Melissa LaForgia
Parents' Association President: Denise Villagmagna
SLT Chairperson: Karen Bloom
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 31 Superintendent: Anthony Lodico
Superintendent's Office Address: 715 Ocean Terrace, Staten Island, New York 10301
Superintendent's Email Address: ALodico@schools.nyc.gov
Phone Number: 718-420-5657 Fax: 718-420-5677

Borough Field Support Center (BFSC)

BFSC: Staten Island Director: Kevin Moran
Director's Office Address: 715 Ocean Terrace, Staten Island, New York 10310
Director's Email Address: KMoran2@schools.nyc.gov
Phone Number: (718) 556-8367 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Lisa Esposito	*Principal or Designee	
Melissa LaForgia	*UFT Chapter Leader or Designee	
Denise Villamagna	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Dena Galvin	Member/Parent	
Lisa Bourekas	Member/Parent	
Stacyann Brower	Member/ Parent	
Wendy Chang	Member/Parent	
Karen Bloom	Member/ Teacher	
Michael Ammirato	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
JoAnn Hotaling	Member/ Assistant Principal	
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

It is the mission of our school to help each and every child realize his/her full potential and become a responsible and productive citizen and life-long learner. Our instructional program is an array of various strategies in literacy and mathematics to ensure that our students achieve mastery. By continued assessment and reflection of our students' performance in a standards-driven system, our school and community are engaged in creating a learning environment for improved student achievement.

Curriculum

P.S. 8 uses Ready Gen curriculum. This program is used in all grades and lays the groundwork for literacy. Our belief is that all children are readers and writers, and they learn best when they are immersed in a rich literacy environment.

Go Math is used in all grades and lays the groundwork for mathematical literacy. The Go Math program provides time for whole group instruction, partner work and individual differentiated activities. Students are encouraged to explain and discuss their mathematical thinking.

Classroom science instruction is taught using a hands-on program aligned with the Foss Science Program.

Social Studies instruction is taught using an integrated approach aligned with the NYS standards.

Academic Programs

- o Ready Gen and Go Math
- o Daily AIS instructional time built into programming.
- o School Library
- o Writing Teachers
- o Science Lab
- o Scheduled library classes

Teacher Support

- o Lead Instructional Team
- o Teacher Team Leaders
- o Push-In Teacher support
- o Science Teachers

- o Art/Music Teachers
- o Paraprofessionals
- o New Teacher Professional Learning Workshops
- o Common Planning across the grades
- o Intervisitations
- o SETSS Teacher
- o ELL Teacher
- o Response to Intervention Team
- o School Assessment Team
- o School based teacher mentoring
- o Reading volunteers
- o MOSL Committee
- o Reading Volunteers
- o PDPL Committee
- o Counselor, Social Worker 2x a week on-going & at-risk.

Special Programs

- o School Assemblies provided by community members such as Doctors, NYPD & FDNY.
- o School Chorus Program
- o 4th & 5th Grade Band
- o School Enrichment model which included academics, sports and clubs.
- o Gifted and Talented grades K-3
- o Horizon (Autism Spectrum Disorder) program.
- o Fitnessgram
- o Self-contained 12:1:1
- o SETSS program
- o School Performing Arts

Strengths:

- P.S. 8 has established a culture for learning that communicates high expectations to staff, students, and families and provides support to achieve those expectations. Our 2014-2015 Quality Review report showed that we ensure engaging, rigorous, and coherent curricula in all subjects, which is accessible for a variety of learners and is aligned to the Common Core Learning Standards.
- P.S. 8 understands the importance of the home-school connection. Therefore, the staff informs parents of their children's academic learning in various ways. Teachers send home assessment results that inform parents about their children's academic progress. Parents are also provided with the NYC Schools Account which allows access to their child's attendance, grades & student profile. The SLT Connection provides collaboration with staff members and parents to communicate instructional goals for students' success. Teacher also meet with parents during Parent Teacher Conferences to discuss their children's academic growth.

Accomplishments:

- According to the School Quality Snapshot 2013-2014, 97% of teachers would recommend this school to parents. Also, 97% of teachers agree this school places a high priority on the quality of teaching.
- P.S. 8 has been awarded grants from Nicotra Foundation, NFL Play 60, Lowe's school improvement and the Staten Island Foundation to improve student learning as well as increase physical activity.

Challenges:

- According to the School Quality Snapshot 2013-2014, student's performance in the ELA state test revealed the average score at the school was 2.6 out of 4.5 which was 36%. Our goal is to improve the performance of all grade 3 through 5 students in English Language Arts specifically to reverse a downward trend in ELA performance.
- To provide targeted professional learning to our faculty that correlates to measurable evidence of growth in developing critical thinking and writing skills among our student population.
- Opportunities for parents to visit the school to share in the success of our students on a more frequent basis. Parent attendance for academic/school workshops, parent teacher conferences, school concerts, and PTA meetings could be strengthened to improve parental involvement.
- Parents invited to school for four sessions – 2 Parent Teacher and 2 curriculum conferences.
- Shifts in ELA – conference notes, transparency and academic vocabulary.

Our special student populations are:

- English Language Learners
- Individual Education Plans
- ASD program
- ICT program
- Self-contained 12:1:1

- The school will develop and implement content rich, skill specific instruction in all subject areas that utilizes all available resources within the school to meet the needs of our diverse group of learners.
- Our instructional focus is to engage students in more rich and rigorous text-based discussion through close reading in order to build a common instructional framework in both reading comprehension and writing strategies

31R008 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	552	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	1.4%	% Attendance Rate		93.5%
% Free Lunch	30.2%	% Reduced Lunch		7.8%
% Limited English Proficient	0.7%	% Students with Disabilities		26.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		2.7%
% Hispanic or Latino	12.5%	% Asian or Native Hawaiian/Pacific Islander		5.6%
% White	78.5%	% Multi-Racial		0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	13.68	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		6.21
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	35.5%	Mathematics Performance at levels 3 & 4		49.0%
Science Performance at levels 3 & 4 (4th Grade)	92.3%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District		Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

- Based on the 2013-2014 School Quality Guide, 36% of students achieved state standards on the English Language Arts Test.

Strengths:

- Students are provided teaching strategies which scaffold their access to challenging tasks.
- Students are engaged in student to student discussions.
- High standards are set in every classroom.

Needs:

- Students need to be engaged in higher order level questions and discussions across all classrooms.
- Students need to be engaged in purposeful group activities.
- Curriculum must be customized, rigorous and motivate instruction.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the English Median Adjusted Growth Percentile for grades 3, 4, and 5 will increase by 6%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Professional learning to directly help teachers make the necessary shifts in classroom practice .</p>	<p>All staff members</p>	<p>Sept. 2015-June 2016</p>	<p>Principal, Assistant Principal, Staff Developers</p>
<p>Ensure that learning is grounded in day to day teacher practice designed to enhance content specific instruction.</p>	<p>All staff members</p>	<p>Oct. 2015-Feb 2016</p>	<p>Principal, Assistant Principal, Staff Developers, and Teachers</p>
<p>In order to support and sustain the implementation of new learning, continuous mentoring and feedback will be ongoing.</p>	<p>All staff members</p>	<p>Sept.2015-June 2016</p>	<p>Principal, Assistant Principal, Staff Developers, and Teachers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Principal, Assistant Principal, Staff Developers, Teachers to support this work in the classroom.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>September 2015-January 2016</p> <p>Progress will be indicated by assessing formative outcomes in changes in teacher practice, organization and student learning.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

According to the NYC School Survey 2013-2014, our school received an overall rating in school culture of 96%.

Based on the NYC School Survey 2013-2014, 6% of parents surveyed disagreed that our school makes it easy for parents to attend parent talk time meetings. This inconsistency varied depending on the time and topic of the meeting and or workshop. Therefore, parent involvement at these meetings/workshops are critical for improving student outcomes.

Strengths:

- High expectations are clearly communicated to students and staff.
- Order and discipline are maintained in this school.
- Leaders place a high priority on the quality of teaching.

Needs:

- Keeping children on track for college, career or success after high school.
- Communicates what is needed to prepare children for college, career, and success in life after high school.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the school will receive an overall score of 97% or higher on the school culture component of the NYC School Survey 2015-2016 Report.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Develop a College and Career committee to meet with families twice a month in order to communicate best practices and monitor student growth.</p>	<p>All parents</p>	<p>Oct. 2015- June 2016</p>	<p>Parent Coordinator, SLT members, PTA</p>
<p>Develop workshops and/or other forms of communication to apprise parents of how to best prepare their students for College and Career Readiness. SLT newsletter.</p>	<p>All parents</p>	<p>Oct. 2015- June 2016</p>	<p>Guidance Counselor, Parent Coordinator, SETSS teacher, ELL teacher, Parent members</p>
<p>School will distribute SLT Connections, parent notices and Discipline Code to all parents in order to inform them of important academic and behavioral expectations.</p>	<p>All parents</p>	<p>Oct. 2015- June 2016</p>	<p>Administration, Staff Members</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Staff developers, Teachers, and Guidance Counselor will support this work in the classrooms. Student learning goals for accountability, and Monday’s Professional Learning Time for teachers to evaluate and set goals to establish coherence.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy		Title I SWP	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant	SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>The school’s midpoint benchmark to show progress toward meeting the goal will be determined in February 2016.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

According to the 2014-2015, Quality Review Report it was noted that quality indicator 4.2 revealed a proficient rating in Teacher Teams and Leadership Development.

Strengths:

- Teacher Teams meet weekly and have developed structures that capture the focus of meetings.
- Teacher Teams promote the school goals through ongoing collaborations using school data.

Needs:

- Ongoing collaborative improvement of curricula in unit plans and tasks.
- Develop teacher teams that can be engaged in professional learning cycles that vary in duration.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of the teaching staff will engage in the professional learning cycles designed to improve teacher practice as well as student outcomes.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Use professional learning to directly help teachers make the necessary shifts in classroom practice.	All Teachers	Sept. 2015- June 2016	Teachers, Staff Developers, Administration
Teacher teams will provide time to meet with each grade to discuss needs of students and provide strategies that classroom teachers can incorporate and use to support to access to learning goals.	All Classroom Teachers	Weekly	Teacher Teams
Provide workshops/resources during Parent Talk time and/or the College and Career Committee.	All Parents	Oct. 2015- June 2016	Teachers, Parents, Parent Coordinator, Administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Teachers, Parents, Parent Coordinator, Administration											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
The school’s midpoint benchmark to show progress toward meeting the goal will be determined in February 2016.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

A review of the observation data for the 2014-2015 school year showed that all teachers were observed in a timely manner, including beginning of the year and end of year conferences. Teachers also received feedback in a timely manner to assist in their individual growth.

Strengths:

- Observations completed in a timely manner in accordance with advance calendar.
- Actionable feedback to teachers given in a timely manner, to improve teacher practice.

Needs:

- Feedback given to meet individual teacher needs.
- Provide specific feedback and next steps for teachers to use for their own professional growth and improve instruction.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the school will receive a Well-Developed on quality indicator 4.1 (Teacher observation, Feedback and Support) as measured by the Quality Review and/or Principal Performance Overview.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Create agendas to complete all observations within a timely manner and feedback around the areas of professional learning. (For example, close reading).</p>	<p>All Teachers</p>	<p>Sept. 2015- May 2016</p>	<p>Administration</p>
<p>Use IEP's and/or student goals to increase student engagement and accountability.</p>	<p>All Teachers</p>	<p>Sept. 2015- June 2016</p>	<p>Administration, SETSS teacher, School Based Support Team, Service Providers</p>
<p>Provide relevant workshops or current topics during Parent Talk Time and/or College Career Committee.</p>	<p>All Parents</p>	<p>Oct. 2015- June 2016</p>	<p>Administration, Teachers, Parent Coordinator</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Administration, Teachers, Parent Coordinator, professional learning time with resources such as close reading, goal setting, and College and Career Readiness.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>The school’s midpoint benchmark to show progress toward meeting the goal will be determined in February 2016.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Our school holds many events for parents to showcase student’s performances. The NYC School Survey 2013-2014 Report indicated a low parent participation rate at PTA meetings.

Strengths:

- Parents feel teachers are trustworthy and supportive
- Various events to showcase student performances

Needs:

- More workshops to guide parents with College and Career Readiness
- School will conduct parent outreach to discuss student progress, review student achievement and provide students the foundation for College & Career Readiness.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 10% increase of parent participation at PTA meetings and workshops facilitated by teachers and support staff, as to inform parents how to prepare their children for the demands of College and Career Readiness, as measured by monthly PTA / weekly Parent Workshop attendance sheets that will reflect the number of participating parents per meeting.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Professional Learning to directly help teachers in making necessary shifts to prepare students for College and Career Readiness.	All Teachers	Oct. 2015- June 2016	Administration, Staff developers, Teachers
Provide class and grade level workshops for parents to learn their child’s curriculum in order to better support them at home.	All teachers and parents	Monthly	All Teachers
Frequent communication with parents (mailings, phone calls, parent handbook, SLT newsletter, conferences) regarding educational goals, expectations, and at home student support.	All parents	Monthly	All Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Professional Learning, additional preps, SLT newsletter										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
The school’s midpoint benchmark to show progress toward meeting the goal will be determined by February 2016.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Evidence of student growth reflected by Item Skills Analysis on NYC ELA Performance Tasks, ELA Units of Study, Summative and Formative Assessments.	Close read, organizers, annotating, shorter passages, guided reading		Classroom, small group, one to one individual conferencing
Mathematics	Evidence of student growth reflected by student performance on NYC Math Performance Task determined by the Item Skills Analysis	Simpler problems, manipulatives, varied response types, graph paper	Classroom, small group, one to one, individual conferencing	During the school day
Science	Foss Science Program, Classroom Assessments, Teacher Observations	Close Read, hands on visual representations, Foss investigations	Classroom, small group, one to one, individual conferencing	During the school day
Social Studies	Social Studies is embedded into the Literacy Program and Ready Gen Units of Study , classroom assessments, Teacher Observations	Close Read, visual representations	Classroom, small group, one to one conferencing	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Interventions for struggling students as identified by School Based	Guidance Interventions, Peer Mediation, Parent Conferences	Counseling sessions conducted in a group or 1:1 setting	Daily

	Support Team members.			
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Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

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

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 the school. **[School name]**, 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 the school and the families. The 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 the school community. **[School name]** 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 the school community;

The 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. The

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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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, School Quality 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;

The 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;
- 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 (SPC) Template

[School name] , 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 with 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 to 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.

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 31	Borough Staten Island	School Number 008
School Name The Shirlee Solomon School		

B. Language Allocation Policy Team Composition

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

Principal Lisa Esposito	Assistant Principal JoAnn Hotaling
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Jacqueline Spitzbarth, ENL	School Counselor Arlene Orlando
Teacher/Subject Area	Parent Dawn Romanello
Teacher/Subject Area	Parent Coordinator AnnaMarie Cardillo
Related-Service Provider Ellen Petimar	Borough Field Support Center Staff Member Mr. Enrico Domingo
Superintendent Anthony Lodico	Other (Name and Title)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL 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/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	579	Total number of ELLs	20	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	0	0	0	0	0	0								0
Dual Language	0	0	0	0	0	0								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	20	Newcomers (ELLs receiving service 0-3 years)	20	ELL Students with Disabilities	4
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	0	Long-Term (ELLs receiving service 7 or more 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									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	20	0	4	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

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													0
SELECT ONE _____	0													0
SELECT ONE _____	0													0
TOTAL	0													

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0																			

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0									

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	0	3	2	0	0	0	0	0	0	0	0	0	0
Chinese	2	1	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	3	1	2	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	1	0	0	0	0	1	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Other N/A														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	1					1								0
Emerging (Low Intermediate)			1											0
Transitioning (High Intermediate)														0
Expanding (Advanced)	3	1	1	1										0
Commanding (Proficient)	2	4	2	3										0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	2	4	2	3	0	0								0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 P.S. 8 uses assessments such as the TCRWP to assess early literacy skills of our ELLs. This data provides insight into ELLs reading, speaking, listening and writing levels. This data helps inform our school's instructional plan by determining if the students are on grade level or if they need response to intervention (RTI) to reach grade level. If a student is below grade level they will participate in small groups with skill based lessons until they master the skills needed to reach grade level.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Data patterns from the 2015 NYSESLAT reveal that out of the 12 ELL students, ten of the students scored Commanding; the other two ELL students from 2015 NYSESLAT scored Expanding, with their lowest modality being Writing.
 NYSITELL data helps teachers plan programs that best fit ELL needs by allowing them to group like students for tailored learning activities, pair students at different proficiency levels in class, and determine ENL instructional time.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 NYSESLAT data is used to determine which instructional standards we must focus on to ensure English language learners fully acquire the language proficiency that will prepare them for success in the classroom. The use of multiple data sources throughout the year will allow for rigorous and attainable goals to be set for each student. The inclusion of listening, speaking, reading, and writing skills will ensure that students are receiving a comprehensive instructional program as they work to gain proficiency with the English language. Student Progress toward these goals will be monitored throughout the course of the year and adjustments to instructional strategies will be made as necessary to continuously move students toward proficiency in all four modalities. NYSESLAT data is used to modify instruction in order to focus on the modalities the students have not yet mastered. The data also displays information about Annual Yearly Progress (AYP) and shows if the student made gains in each modality, did not move, or decreased. After analyzing the 2015 NYSESLAT results, the data shows all of the students have made progress; with most students scoring proficient. The 2015 NYSESLAT data also shows that the modality with the lowest score was writing. As a result, teachers will modify instruction and model writing activities using the language experience approach. Grammar lessons will also be integrated into the writing program

for ELLs. Instruction will also focus on making reading-writing connections by using strategies like journal writing, learning logs, summarizing/chunking the text, exit slips, KWL charts, and prewriting graphic organizers to assist students.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

Currently, P.S.8 has an English as a New Language program (ENL).

a. Data reveals that scores increase based on the number of years in ENL; not grade level. Currently students have not chosen to take the State Tests in a language other than English; their scores are consistent with their English proficiency.

b. The data from the ELL periodic assessment will be shared with the classroom teachers for students in grades 3-5. The results give teachers a more in depth look into what skills ELLs have mastered and what skills need to be reinforced with small group (AIS) in the classroom and during after school math and reading programs.

c. At this time we do not have ELL Periodic Assessment Data. Home language is used to encourage students to see connections between their languages and, thus, to better understand how languages are structured and organized. Teachers are encouraged to talk to ELLs about their home language and use the collective skills and knowledge of all students, both ELLs and native English speakers, in the classroom.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs.*]

P.S.8 holds monthly meetings for all students that are receiving Response to Intervention (RTI) for grades K-5; teachers monitor student progress and discuss strategies with staff members. Currently the school uses the RTI contained in ReadyGen curriculum in grades K-5. ReadyGen has an RTI identification component built into the 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 the lesson, as well as, enrichment to the students who have mastered the lesson.

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

Instructional decisions are based on a child's second language development needs. Based on a student's ENL level (Entering, emerging, transitioning, expanding, or commanding) instruction will be altered to meet the needs of the student. Extra support is provided by the use of visual aids and collaboration between classroom teacher(s) and ENL 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. Data-Based Decisions and progress monitoring are used to demonstrate student rate of improvement in the curriculum and to identify students whose growth is inadequate. Data is also used to aid teachers in determining when instructional modifications may be necessary. Instructional elements including: instructional strategies, size of instructional group, materials used, and reinforcement may be altered to enhance student performance.

It is also critically important for language learners to understand the culture of the language they are learning. Culturally rich materials provide an incomprehensible cultural context for learning. Therefore, Teachers must decide whether to adapt existing materials or develop their own. Teacher-made materials are designed to address the needs, abilities, and cultural background of students. ELL instruction includes attention to the sociocultural needs of students, cultural information and attitudes that will help students function in a new culture, and a positive/welcoming classroom culture.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

N/A

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

Success of programs for ELLs is evaluated by formal and informal assessment. Writing pieces and reading levels are used to informally assess student growth. The NYSITELL and The NYSESLAT modality breakdown is used to determine if a program is successful. If a student is lacking in a particular modality the program may need more instruction and practice in that area. This is when the teacher and ENL teacher use ENL teaching strategies and incorporate other instructional materials to aid in the students success.

PS 8's ESL program will be evaluated annually in the following ways: the number of ELL students who have made AYP and/or increased language proficiency to the Commanding proficiency level; number of ELL students who are being successful in the mainstream classroom; survey of teachers to assess staff development, instructional, and alternative material

needs; survey of parents of ELL students to determine satisfaction of students' progress in learning the English language; ability to retain quality certified ESL staff to assist with implementation of the ESL program.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
P.S. 8 is dedicated to properly identifying, testing, and serving its ELL population. The home language survey (HLIS) is administered when a new student enters the school system for the first time at registration. The ENL Teacher assist with kindergarten registration to provide an informal oral interview with the student and parent, as well as, filling out the formal initial HLIS form and conducting an interview. The ENL Teacher also administers the NYSITELL to determine English proficiency level. Students that Speak Spanish at home that do not score below proficiency on the NYSITELL are administered the Spanish LAB to determine language dominance. Translations and interpreters are available during the ELL identification process. P.S. 8 has a bilingual russian school psychologist that provides interpretation for parents and P.S. 8 secures Interpreters and translation services for any other languages needed during the ELL identification process. All new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results must be administered the Spanish LAB at the time of initial enrollment (or reenrollment) during the same 10-day testing window. The Spanish LAB is used to support schools in instructional planning in providing bilingual and English as a new language (ENL) services to these students. Spanish LAB results are not used to determine ELL status or service entitlement.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
Students with Interrupted/Inconsistent Formal Education are identified at registration. Parent and student are interviewed and necessary forms completed, which may include HLIS. Classroom teachers assess student's ability in reading and math within the first few days of enrollment. Instruction is modified and adjusted as needed and may include, small group, 1:1 instruction.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
Newly enrolled students with IEPs are interviewed along with their parent by ENL teacher and IEP teacher. Appropriate placement is determined and students progress is monitored closely.
After all turning 5s are completed, as well as new IEPs that are created, they are reviewed by the Language Proficiency Team and a meeting is set up between this team and the school psychologist to ensure that all "intake" protocols are followed and that the home language survey and a proper interview was conducted in order to determine whether a NYSITELL assessment should be administered to the student with the IEP. Once we have determined ELL status, we will notify parents before 20 days with written notification. In addition, any modifications to the IEP will be made by the SBST team.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
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 ENL 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>. 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 in the ELPC Screen.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents of ELLs are notified of entitlement by the Continued Entitlement Letter, as well as the Continued Program Selection letter. Occasionally, a program selection letter is not returned to the school. As an outreach, a second notice is sent home and the parent is called. Parents that do not wish to submit the Program Selection letter are asked to make a verbal program selection for their child's language instruction. Parents of students who are not entitled receive letters notifying them. The letter also informs them of the appeal process, if they are not satisfied.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

The structure implemented at PS 8 to ensure that parents understand all three program choices is a thorough introduction and explanation within a Parent Orientation held in the first month of school and when new ELLs are admitted into PS 8. A letter is sent to the parents of the children who are identified as ELLs inviting them to orientation. The three program choices are reinforced by a video provided by the DOE. The parent has the option to view the video in English or their native language. After viewing the video, the parents are advised to select the program that they feel will work best for their child. Parents that ask about Transitional Bilingual or Dual Language programs are informed that if they select Transitional Bilingual or Dual Language, their child will be transferred to another school that offers the specific program. They are also made aware that school bus transportation services may not be available from the school that offers the programs and that their child's transportation to and from school will be the parents' responsibility. A survey is distributed that asks the parents to state the program of their choice for their child's language instruction. Parents are advised that if they do not make a choice, they will be automatically be considered as having chosen the Transitional Bilingual Education program as mandated by CR Part 154. Parents that do not attend the orientation are provided the link to the orientation video located on the DOE website. They are also provided with the survey and program choice letter, in both English and their home language. These parents are asked via letter and phone call, to watch the video, make the program selection, complete the survey in the language of their choice, and return both the program selection letter and the survey to the school within a timely manner. Parents that do not submit the program selection letter and survey by the date requested are called by telephone a second time and are asked to communicate with the Parent Coordinator a time and date in which they may be able to set up a private orientation at PS 8. Parents that reject this offer are then advised by phone by the Parent Coordinator. They are provided verbal information on the three programs and are not provided a survey form. In the event that PS 8 acquires the required number of students within two grade levels and of the same first language, then a Transitional Bilingual or Dual Language program will be implemented. In this case, the parents of the ELLs who originally expressed interest in such a program would be notified in writing or by phone.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

If forms are not returned they 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. Parent choice is monitored in the ELPC screen and a copy is kept in the ENL Binder.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. P.S. 8 Keeps the ELL parents surveys and program selection forms in the ENL Binder. The Program Selections are entered into the ELPC screen in ATS and monitors to see if 15 students speaking the same language in the same grade. If this is found a bilingual program may be opened.

9. Describe how your school ensures that placement parent notification letters are distributed. 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. A phone call home is placed as well reminding the parent to be on the look out for these documents. P.S. 8 ensures that placement parent notification letters are distributed by retaining copies of letters in the ENL parent binder. Letters are sent home in the student's homework folder and by E-mail (translated letter if needed). The ENL teachers will follow up with parents to ensure they received the letter.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). P.S. 8 will retain all ELL documentation for each child by keeping copies of their HLIS, non-entitlement, and entitlement letters in an ELL binder. In addition, these original letters are placed in the child's cumulative record file.

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

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. All notifications are sent home with the students and checked the next day for distribution. If documents have not been removed from students' folders, the documents are then mailed, followed up by phone conference.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

After reviewing the parent survey and program selection forms for the past several years, we have found that the trend in program choice is Freestanding ENL. In the 2015-2016 school year, PS 8 had 7 new ELL entrants and 6 selected the Freestanding ENL program and 1 selected Dual Language Program. The trend in parent program choice has been the Freestanding ENL program; therefore, the Freestanding ENL program offered at our school is aligned with what the parents are requesting.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
ENL services are provided as a combination of push-in, pull-out based on ENL level (entering, emerging, transitioning, expanding, and commanding. We follow the CR-154-2 study and staffing requirements. In a push-in the ENL teacher collaborates with the classroom teacher using ENL methodologies in teaching to meet the needs of the ELL students. When a pull-out model is used the ENL teacher focuses on specific skills the student needs.
As discussed above, Push-in/pull out services are provided by certified English as a New Language teacher. This teacher is a certified trained teacher who provides instruction in English using ENL methodologies and scaffolding. In order to maximize English acquisition for the ELL's, the ENL teacher and classroom teacher coordinate their efforts during ELA blocks as often as possible.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
P.S. 8 has an English as a New Language (ENL) program. All staff, including administration, classroom teachers, and service providers are aware of their ELL's NYSESLAT and or NYSITELL scores that determine their proficiency level. All ENL students that are at an commanding level receive 90 minutes of push-in ENL service per week for two years. Expanding students receive 180 push-in minutes per week. Transitioning students receive 180 minutes of push-in or stand alone service depending on their need. Emergent students receive 360 minutes per week, 90 minutes of stand alone service, 180 minutes of push-in and 90 flex minutes. Entering ELLs receive 360 minutes per week, 180 as push-in and 180 as stand alone. Administrators have a copy of the ENL teachers schedule

ensuring they students are being serviced properly as per Chancellors Regulations Part 154-2.

3. Describe how core content is delivered in each program model. 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 is delivered in English. ELLs are given bilingual glossaries to support content areas in their native language. Content areas such as social studies and science are incorporated into literacy, mathematics, technology, and art whenever possible. Teachers often collaborate to teach units to develop a cohesive learning environment for students and increase their depth of knowledge. The ENL teacher reinforces content with the students through the use of visual aids, vocabulary, manipulatives, and additional materials as needed.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

ELLs are usually 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 scores 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 four modalities of English acquisition: listening, speaking, reading, and writing. The new CCLS ensures that all modalities are met, as well as, the integrating language standards; which are very beneficial to ELLs. Assessments (informal and formal) incorporate the four modalities. Assessments build from listening and speaking to increase oral language to advance to reading and writing. The NYSESLAT rubrics are often used as a standard to ensure ELLs are advancing and a serve as a useful tool to monitor their progress.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status

Differentiating instruction for ELL subgroups is vital in their learning.

 - a. SIFE students are closely assessed to identify where the gaps in there 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 and reinforced in the classrooms.
 - 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 to identify areas of growth and areas to be improved. Lessons aligned to the CCLS 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 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 goals. The student should be assessed often and lessons should build from the information they have not mastered aligned to the CCLS within their IEP goals. Lessons also scaffold to support students and maintain their language strategies for reading, writing, listening, and speaking. The lessons are modified for the student to better understand grade level and complex texts.
 - e. Former ELLs still receive ENL test modifications as well as additional ENL support for two years after passing the NYSESLAT. They are also monitored closely by their classroom teacher, the ENL teacher is always available to offer extra support to former ELLs when needed. Former ELLs are often placed in a classroom with current ELLs, so the ENL teacher is easily accessible to them within the push-in model.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

P.S. 8 ensures the student's academic progress has not been adversely affected by the re-identification by initiating a review of the ELL status determination upon receipt of a written request from a student's parent or guardian or the student's teacher (if the teacher's request includes written consent from the parent or guardian). The Re-identification Process is completed within 10 school calendar days. Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's

Chart

academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3 (i) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the Superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

8. 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?
 PS 8 is now using the common core curriculum materials provided by the DOE. ReadyGen and GoMath are programs that allow teachers to use multiple entry points for all students including ELLs and SWDs. Teacher also use supplementary materials and additional resources. All staff, teachers and paras engage in professional development and Professional Learning Communities to improve delivery of instruction to all students.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
 Various instructional materials are used to support ELLs. ELLs are exposed to materials such as visual aids, glossaries, books aligned to their level. The newer programs, ReadyGen and Gomath have an ELL component built in for ELLs. Furthermore technology is used through Smart boards with computer based interactive lessons for literacy, math, science and social studies. In addition to the use of smart boards, computers are used by students whenever possible. P.S. 8 is committed to flexible programming where by students needing special needs services are provided services in such a way to maintain instructional rigor and providing low-risk environments for all students to work toward their goals. The use of the curricular at PS 8 for ELLs that are SWDs is the same as the NYS mandated curricular for the students' grade level. Realia and other manipulatives are introduced to facilitate comprehension of the lesson at hand, as well as other instructional materials and method.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

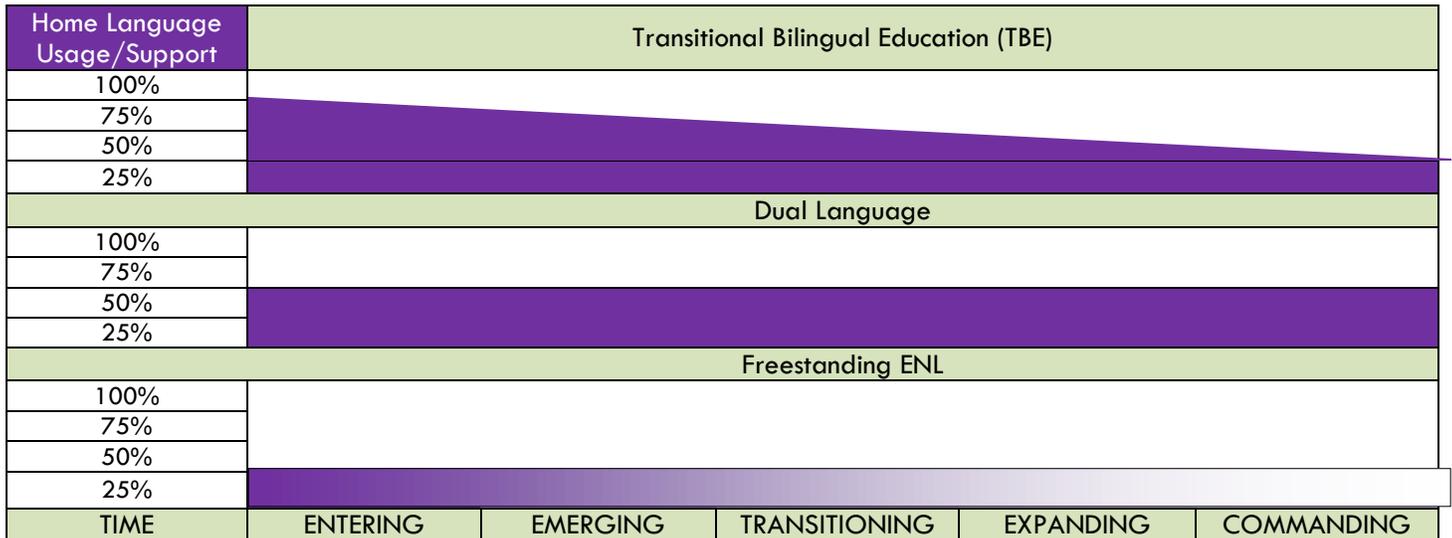


*Note: “other approved services” does not apply to New York City at this time.

Chart
Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
Our targeted intervention program continues to follow an RTI model. GoMath and ReadyGen have tier one, two, and three student intervention books to use with the students that did not master the skill in the lesson. Students are frequently assessed before, during and after lessons and units to monitor student progress. Some students attend SETSS for intervention in ELA and Math in a small group to master the skills they need. Students programs are adjusted as needed to accommodate their learning needs.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our current program seems to be working effectively across all subgroups; however, with SWD's making more progress than most.
12. What new programs or improvements will be considered for the upcoming school year?
P.S. 8 has added two new writing cluster programs. Foundations is also in place for grades K-2.
13. What programs/services for ELLs will be discontinued and why?
Orton Gillingham (O.G.) will be discontinued at this time due to lack of certified O.G. teachers.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are part of our school community and have equal access to any and all curriculum, programs and services that are offered at P.S. 8. Our various after School programs are offered to all ELLs. 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.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Various instructional materials are used to support ELLs. ELLs are exposed to materials such as visual aids, glossaries, books aligned to their level. ReadyGen and GoMath have a component built in for ELLs. Technology is used through Smart boards with computer based interactive lessons for literacy, math, science and social studies. In addition smart boards, computers and I pads are also used.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Native language support is delivered in our ESL program by the use of content area glossaries and bilingual dictionaries. In addition books are provided in the student's native language to support literacy at home.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All service providers and classroom teachers collaborate to best support all ELLs. Often classroom teachers and service providers will share materials to reinforce a lesson through multiple points of entry. All teachers of ELLs are all aware of the age, grade level, and language proficiency, so they can best assist students in reaching language proficiency and IEP goals.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Newly enrolled ELL students meet with the ENL teacher at registration. An informal interview is conducted as well as assistance in filling out the home language survey. Parent of NYSITELL eligible ELLs will be informed that their child will be tested for ENL services 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 ENL teacher regarding their child. Parents are given as much information as possible in their native language and school memos are translated before sending documents and memos home. Students are carefully placed in classrooms where other students may be able to assist each other as well. During this time resources are also provided so the students could practice the expectations of the CCLS over the summer. Parent-talk time is offered weekly to all parents with any questions or concerns regarding their child's academic and social progress.

19. What language electives are offered to ELLs?

No language electives are offered at this time.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A - P.S. 8 does not have a dual language program; but if we get 15 students with the same language in the same class we will adhere to the mandates and protocols.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

The ENL teacher attends the Division of School Support and Instruction professional development meetings provided by the Borough Field Support offices and meetings by the office of English Language Learners when applicable. The ENL teacher and the Principal attend professional development meetings and turn-key the information to classroom teachers. This year, the ENL Teacher has attended the Instructional Implications of the New Service Delivery for English Language Learners (10/13/2015), Emerging Teacher Workshop (10/28/2015), Microsoft OneNote Training (11/3/2015), and CR Part 154.2 and .3 Training (11/19/2015). The classroom teachers will continue to attend all mandated ENL professional development hours as needed. In addition, 15% of all in-house professional development will be geared toward ENL training for all teachers.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Teachers are informed when professional development is available for teachers of ELLs. They are invited to attend professional development regarding the new Common Core Learning Standards (CCLS) as applicable. The teachers are all invited to attend continuing PD on GoMath and ReadyGen and familiarize themselves with the RTI model and ELL component within these programs. Our ENL teacher will also assist in developing best practices for teachers of students with ELLs. The ENL teacher turn-keys ELL strategies to the staff to ensure they meet the required 15% of PD on ELLs.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

P.S. 8's Administration and Middle School Administrators set up a 5th grade visit to their feeder middle school, I.S. 24. Educators and Assistant Principals from I.S. 24 provide a 5th grade orientation to explain the articulation process, increase understanding of the expectations for the transition from elementary to middle school, and gain knowledge of the instructional choices offered for all of our 5th graders as they enter middle school. The parent coordinator maintains our school website with important information and dates and this information is available in nearly all languages. The guidance counselor does small group and whole class meetings to discuss with students diversity, tolerance, and respect for all. The guidance counselor also helps 5th graders with an orientation to explain the articulation process, increase understanding of the expectations for the transition from elementary to middle school, and gain knowledge of instructional choices offered for all of our 5th graders as they enter middle school.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

All teachers are aware of the 15% of ENL training required. PD opportunities are made available to staff as they become available. Certificates of attendance and completion in workshop hours are copied and maintained in teacher records.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

P.S. 8 will provide each parent with an annual individual meeting to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas. This will be done during the parent involvement time that has been allotted into Wednesday mornings. During this time translation will be provided to parents based on their requested language. Attendance sheets will be kept on file. If a parent is unable to come in person a telephone conference will be conducted and the meeting will be logged in the parent engagement tracking sheet that is provided by the school. Translation services are made available upon request for as needed for all parent meetings based on the parent's preferred language. A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, is present at each meeting. PS 8 will contact the Translation and Interpretation Unit if we require an interpreter for any language that is not spoken by the school staff.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. P.S. 8 provides a vast amount of opportunities for parents, including parents of ELLs.

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 to transition to 5th grade to intermediate school.

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

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.

The parents are encouraged to discuss and/or write down workshops they would be interested in at PTA meetings. 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.

Our parental involvement activities address the needs to our parents to stay informed on school-wide news.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We will be looking for additional opportunities to provide worthwhile parent workshops to all parents including parents of ELLs.

5. How do you evaluate the needs of the parents?

Often times parents will communicate to teachers what areas they need support in to help their children. Periodically surveys are used to gather information from parents as to their needs and concerns regarding curriculum supports. All parent surveys are made available based on the parent's preferred language. At the end of each parent workshop, parents will have an opportunity to rate the effectiveness of the workshop and indicate future workshops that they hope to attend. Translation services are also made available for meetings based on parent's preferred language or upon request.

6. How do your parental involvement activities address the needs of the parents?

Our parental involvement activities address the needs of our parents to stay informed on school-wide news. All parents including parents of ELLs are encouraged to visit our school's website. The website can be translated into different languages. This website contains important information. P.S. 8 has provided parents with a parent handbook. In addition P.S. 8 offers a school-messenger, which is a phone message service that delivers pre-recorded school messages to telephones and cell phones. Parents will also have an opportunity to attend monthly parent workshops, attend school-wide and classroom level events and take part in different teams within the school.

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight 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.

Part VI: LAP Assurances

School Name: <u>The</u>		School DBN: <u>31RO</u>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lisa Esposito	Principal		
JoAnn Hotaling	Assistant Principal		
AnnaMarie Cardillo	Parent Coordinator		
Jacqueline Spitzbarth, ENL	ENL/Bilingual Teacher		
Dawn Romanello	Parent		
Ellen Petimar, Related Service	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Arlene Orlando	School Counselor		
Anthony Lodico	Superintendent		
Mr. Enrico Domingo	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **31R008**

School Name: **The Shirlee Solomon School**

Superintendent: **Anthony Lodico**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

During the registration process, parents are interviewed by a pedagogue who administers the HLIS. It is here that the school personell conducting the survey speaks with the parent at length as determines from the parent in which language they prefer all correspondence distributed by the school. It is at this time we also determine if the parent resuests translation services during face to face meetings at school. Once students are registered we use ATS reports to compile data on families who need English Language Support.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

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. Parents' preferred language for written communication include English, Spanish, Chinese, Russian, Albanian, and Polish. Parents' preferred language for oral communication include English, Spanish, Chinese, Russian, Albanian, and Polish.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The school distributes several documents throughout the school year beginning with first day notices, parent handbooks, lunch information, general school information, meeting reminders and announcements. After school program information, testing information, middle school applications, as well as school protocol are distributed throughout the year as the need arises. Materials generated by the NYC DOE and sent to the school are also distributed as well upon arrival. P.S. 8 will have documents translated upon parental request, or present the parents with documents already available in 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.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

On a weekly basis as needed, Wednesday mornings are designated for Parent Talk Time during which parents are able to meet face to face with teachers. Citywide Family Night will be September 17, 2015 and in May 2016, respectively. Fall parent conferences are November 2015; Spring Conferences will be in March 2016. At this time we, can not predict the informal interactions that may occur.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

- 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 how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

* 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 the translation and interpretation unit for an over the phone translation.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

An email via global distribution will be provided to all staff members explaining the translation services procedures.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

• 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.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

P.S. 8 will use a parent survey to gather feedback about service availability and we will adjust our practices according to the needs of the parents.