2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: \(i.e. 01M001\): 13K008
School Name: P.S. 008 ROBERT FULTON
Principal: PATRICIA PETERSON
Comprehensive Educational Plan (CEP) Outline

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# School Information

**School Name:** The Robert Fulton School: The Magnet School for Exploration, Research and Design  
**School Number (DBN):** 13K008  
**BEDS Code:** 331300010008  
**Grades Served:** K-8  
**School Address:** 37 Hicks Street, Brooklyn, NY 11201  
(Annex -- grades 6-8: 105 Johnson Street, 4th Floor, Brooklyn, NY 11201)  
**School Address:**  
**Phone Number:** (718) 834-6740  
**Fax:** (718) 834-7690  
**School Contact Person:** Patricia Peterson  
**Email Address:** ppeters2@schools.nyc.gov  
**Principal:** Patricia Peterson  
**UFT Chapter Leader:** Megan Davis  
**Parents’ Association President:** Michelle Brindle  
**SLT Chairperson:** Beth Eisgrau-Heller  
**Title I Parent Representative (or Parent Advisory Council Chairperson):** N/A  
**Student Representative(s):** N/A  
**CBO Representative:** Nikita Felix

## District Information

**Geographical District:** 13  
**Superintendent:** Zina Cooper-Williams  
**Superintendent’s Office Address:** 335 Park Place, Room 116, Brooklyn, NY 11238  
**Superintendent’s Email Address:** zcooper@schools.nyc.gov  
**Phone Number:** (718) 636-3284  
**Fax:** (718) 636-3266

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2018-19 CEP
Field Support Center (FSC)

FSC: Brooklyn

Executive Director: Bernadette Fitzgerald

Executive Director’s Office Address: Brooklyn North FSC, 131 Livingston St., Room 501, Brooklyn, NY11201

Executive Director’s Email Address: BFitzge2@schools.nyc.gov

Phone Number: 718-935-9554

Fax: 718-935-2382
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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
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<tbody>
<tr>
<td>Patricia Peterson</td>
<td>*Principal or Designee</td>
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<tr>
<td>Megan Davis</td>
<td>*UFT Chapter Leader or Designee</td>
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<tr>
<td>Michelle Brindle</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
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<tr>
<td>N/A</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td>N/A</td>
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<tr>
<td>Nikita Felix</td>
<td>CBO Representative</td>
<td></td>
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<tr>
<td>Sandy Long</td>
<td>Member/ Staff</td>
<td></td>
</tr>
<tr>
<td>Melissa Browning</td>
<td>Member/ Staff</td>
<td></td>
</tr>
<tr>
<td>Kirsten Cole</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
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<tr>
<td>Leigh Stumme</td>
<td>Member/Staff</td>
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<tr>
<td>Patty Trustey</td>
<td>Member/Staff</td>
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<tr>
<td>Bree Dribbon</td>
<td>Member/Parent</td>
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<tr>
<td>Beth Eisgrau-Heller</td>
<td>Member/Parent</td>
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<td>Janice Manning</td>
<td>Member/Staff</td>
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<tr>
<td>AdrieneThorne</td>
<td>Member/Parent</td>
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<td>Deci Tyson Johnson</td>
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<tr>
<td>Sarah OsterShasha</td>
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<td>Laurie Leonard</td>
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<tr>
<td>Alisha Brooks</td>
<td>Member/Parent</td>
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<td>Member/Parent ALTERNATE</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
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<tbody>
<tr>
<td><strong>Rigorous Instruction:</strong> 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.</td>
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<td><strong>Supportive Environment:</strong> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
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<tr>
<td><strong>Collaborative Teachers:</strong> 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.</td>
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<tr>
<td><strong>Effective School Leadership:</strong> 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.</td>
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<td><strong>Strong Family-Community Ties:</strong> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
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<tr>
<td><strong>Trust:</strong> 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.</td>
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**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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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

1. What is your school’s mission statement?

PS 8, The Robert Fulton School: The Magnet School for Exploration, Research and Design, has a rich 150+ year history. Currently, the school is a K-8 school split between two locations: the lower school (grades K-5) located at 37 Hicks Street in Brooklyn Heights, and the middle school (grades 6-8) located at Westinghouse High School on Johnson Street in downtown Brooklyn (a ten minute walk from the Hicks Street site). The advantage to the dual location model is that the school can provide a cohesive educational experience based on a singular vision of quality education, while being responsive to students’ developmental needs as they develop from elementary school to middle school.
Mission

PS 8 is a learning community dedicated to creativity, academic excellence and intellectual curiosity, with the aim of developing life-long learners and engaged citizens. We are committed to the intellectual, artistic, emotional, moral, social and physical development of each child.

Core Values

● **Our Community is Child-Centered**
  We strive to ensure that all decisions put the interests of children first.

● **Our Community Embraces Diversity and Individuality**
  We value diversity of culture, experience, and perspective.

● **Our Community is Inclusive**
  Believing that all people bring unique abilities and talents, we work to ensure that all members – including students, staff and families – feel a sense of belonging and find ways to participate in our community.

● **Our Community Prepares Students for Citizenship**
  We strive to develop students’ understanding of the responsibilities of citizenship – both in and out of school, and work to give them the skills they need to become active members in a democratic society.

● **Our Community Works as an Effective Team**
  Staff, families and the larger community collaborate to achieve our mission.

● **Our Community Takes Responsibility**
  We search for answers, make no excuses, and ask the hard questions.

● **Our Community Acts with Integrity and Respect**
  Ethical and honest behavior is part of everything we do. We believe how we achieve results is as important as the results we achieve.

● **Our Community Strives for Excellence**
  We seek continuous improvement through reflection, innovation and thoughtful risk-taking.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

Academics are highly valued as part of students’ preparation as they develop into active citizens in our local, national and global communities. The core curriculum in the lower and middle school, taught primarily by the classroom teachers, includes English Language Arts, Mathematics, Social Studies and Science. In addition to the core curriculum our middle school students receive instruction in Foreign Language, Spanish. Beginning in Grade 5 students have advisory periods, led by grade level teachers as well as out of classroom staff such as, but not limited to instructional coaches and specialty teachers. The advisory program provides students with an opportunity to build a close relationship with a caring adult in the school within a small group setting. Advisories work toward building a sense of community as well as provide additional social and emotional support for students. On the middle school level they learn to navigate social challenges and develop study skills, organizational skills and time management skills as they travel between many classes. On Grade 5 we departmentalize and students travel between Humanities and STEM for instruction. Across the grades, students have physical education and visual arts.

With a belief that all children are more likely to thrive when exposed to a rich and varied curriculum, the school offers a variety of enrichment activities on top of the rigorous academic curriculum. In addition to having art, drama, library,
music, dance and physical education as regular classes in the lower school, the school offers enrichment activities during the school day in chess, physical education, visual arts, dance, music, yoga, and dramatic arts. Enrichment partners for the 2018-2019 school year include: STUDIO in a school, Guggenheim Museum, Marquis Studio, New York City Chess Inc, and Brooklyn Music School.

Caring for our planet is a focus in both the lower and middle school and takes many forms as it further enriches the curriculum and empowers our students to become responsible citizens. The lower school, with support from Grow To Learn and Teachers College, Columbia University, expanded its gardening program in 2014 to enrich the curriculum. Students have also implemented a recycling and composting project. In 2017 the Garden Committee, with grant funding created a beautiful garden in the previously unused front yard. This space includes an outdoor classroom that may be used by students throughout the day for science work as well as outdoor writing time.

Over the course of the school year, middle school students partake in two two-week long interdisciplinary, in-depth explorations that engage students in using their creativity, the resources of New York City, and their community to understand and solve our planet’s most pressing problems, through the Exploration Program.

One strength of our school is our approach to teaching and learning as we work to develop the whole child. We believe that the intellectual, artistic, emotional, moral, social and physical development of each child are all important as we strive to develop life-long learners and engaged citizens. During the 2017-2018 school year one focus was on better meeting the needs of students with disabilities as we worked to further develop our Integrated Co-Teaching (ICT) program. All teachers in our ICT classrooms received professional development throughout the year in order to learn and grow best practices for co-teaching in order to meet the needs of their students across the content areas. This resulted in one ICT teaching team developing a lab site, and opening their doors to share best practices with our community and the greater district community. This work will continue in the 2018-2019 school as we will further develop our ICT Lab Site and support a new team as they participate in a year-long professional learning series to deepen their professional partnership and to hone their craft.

We see the success of programs such as our recycling program, Project Citizen, the Solving the Problems of Our Planet Program in the lower school and Explorations in the middle school as examples of how we are providing opportunities for students’ full development through rewarding project based learning opportunities.

Family and Community engagement is a priority at PS 8. Strengthening a strong home-school connection through open communication is a continued focus as we believe that a strong home-school connection is critical to success. In recent years, communication has been improved through use of our school website, weekly email updates, monthly Principals' Updates at PTA meetings, and tri-annual grade level meetings with administrators. The rate of participation at Curriculum Night and parent-teacher conferences is high. In Spring 2018 at the lower school, teachers held grade meetings for incoming families so that the families of students were able to get a sneak peak at the next grade prior to the summer break. Curriculum overviews were presented by grade level teams and these previews were highly successful. The active PTA and SLT support the school’s administration and teachers in their efforts to provide a high-quality, enriched education for students. Family members participate in a variety of activities from attending events in the classroom to taking a leadership role in the school through active engagement on committees such as School Wellness, Equity & Diversity and Gardening. Family engagement has led to community support for the school in various ways, including political and financial support.

While there are advantages to having our middle school age students experiencing school in a different location, having two school sites presents a challenge. One challenge is to engage adults in collaborative work across the two sites. Some school personnel are required to travel between the sites during the school day, but the majority remain in their own locations, isolated from those in the other location. Another challenge is the need to have duplicate committees, the Safety Team, Professional Learning Team, School Wellness Council, etc, as the needs of the lower and middle school vary. The PTA and SLT continue to make concerted efforts to engage parents from both locations at school-wide events as well as lower and middle school specific events. The administration, SLT and PTA in collaboration with district planning and the Community Superintendent submitted a plan to truncate the school and establish the middle school as a "new school" beginning in September 2019. This will allow both schools to establish
cohesive communities with the ability to focus on the mission and core values directly connected to the student body and their developmental needs.

Teacher collaboration is an important factor in the development of both rich and rigorous instruction and a supportive learning environment. The approach to curriculum planning exemplifies the kinds of collaboration teachers continuously engage in. We believe this is one of our strengths. In the lower school, teachers plan in weekly grade level teams and also meet several times throughout the year in subject-specific “vertical teams” composed of a representative from each grade. Planning is similar in the middle school in that grade level planning as well as subject-specific planning approaches are taken. This allows teachers to coordinate on shared curriculum while understanding the context in which it is placed in the students’ overall trajectory through the overall school experience. This approach to planning allows teachers to consider and be responsive to students’ specific academic, social and emotional needs while maintaining a standards-based curriculum. In 2015-2016, we began a concerted effort to bridge the divide between the lower and middle schools by having teachers visit colleagues between sites, with the hope of strengthening vertical planning between the lower and middle school. In June 2017 we held a full-day of professional learning with the lower and middle school staff. Last year, and again this year grade 5 - 8 math teachers will participate in the citywide Algebra for All (A4A) initiative, another initiative which strengthens math instruction at both sites.

Similarly, effective school leadership, with a focus on staff development to support student learning was evident throughout the school year. Efforts were made to ensure that teachers had scheduled time for planning as well as professional development. Faculty were given opportunities to participate in conferences, and take advantage of opportunities for professional growth. Five members of the vertical math team attended the National Council of Teachers of Mathematics in Washington, DC in May 2018.

Our strong family-community ties provide a wealth of resources for the school. Family and community members act tirelessly to ensure that the school budget is supplemented so that as a school, we can provide the programs we feel are necessary to meet the varied needs of our diverse student body. In addition to monetary contributions, family members volunteer in many ways, organized by an active PTA with the support of our Parent Coordinator.

EXPLORATION- Middle School

The purpose of the Exploration units is to deeply engage students in learning in an authentic manner. Our ultimate goal is to inspire and prepare students to solve our world’s problems. Exploration introduces MS8 students to the practice of working and thinking outside the classroom and critically engaging with NYC as a source of knowledge and inspiration. Students engage in a deep, two-week study of one issue, concept, or topic twice during the year. Students read, talk to experts in the field, interact with the community, and visit many cultural, historical, and educational institutions in New York City. At the end of each Exploration unit, students, parents and community members come together to share and celebrate the work.

Essential Questions we have studied in the past include,

- “Is Our Relationship to Animals Ethical?”
- “Can We End Global Hunger?”
- “Is Change Good for Downtown Brooklyn?”
- “How Can I Enact Change Within the World?”
- "Can Art Change the World?"
- “What is Courage?”

CELEBRATIONS/COMMUNITY BUILDING

At our school we have different rituals and traditions that build community and celebrate milestones. On the 8th of each month we celebrate our school and build school spirit in a variety of ways. One month it is "Crazy Hair Day," another is "Crazy 8 Day," where children and adults creatively include 8's in their outfits, another is Pajama Day.
Another example of this is ‘Celebr8 Reading’, a month long event that builds the love of reading and community. ‘Celebr8 Science’ is held at the middle school and students across the grades exhibit their science projects and have fun. There are other events such as seasonal dances, our annual street fair the Paddle Wheeler and the Grade 5 and 8 end of year dances.

3. Describe any special student populations and what their specific needs are.

PS 8 serves a diverse population of students. In all grades there are students with varied learning styles and needs. There is at least one ICT class on every grade level. Midway through the 2014-2015 school year, the middle school welcomed students with autism as it opened a program in collaboration with District 75. Though serving a population with a diversity of learning needs may seem a challenge at times, we believe that doing so enriches the lives of all students.

The school has a diverse community that is appreciated by most. However, it came to light during the 2014-2015 school year that not all students felt equally emotionally secure, and that as a community we may not be doing all that we can to meet the needs of all students in creating the supportive learning environment we aim to. Included in this group are students of color and students with non-traditional family structures.

During the 2017-18 school year we partnered with Border Crossers and held two opportunities for community members to begin working together to explore patterns of racism and injustice. A three-hour introductory workshop was held for families one evening in the spring. A full day professional workshop was held for all staff members in June. This work, led by the Equity & Diversity Committee, a sub-committee of our SLT will continue during the 2018-19 school year. The full faculty will attend two 1/2 day follow-up trainings led by Border Crossers in November and January this year. The Equity & Diversity Committee hosted a Diversity Potluck in the Fall and is planning additional events for this school year. The lower school librarian is working with teachers to further diversify our book collection, ensuring that our collection is inclusive.

4. Identify 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.

The Framework for Great Schools is an important tool that we use as a school community to guide our work towards continuous improvement. Rigorous instruction, outstanding teachers and focused professional learning that allows all adults to grow as learners is the cornerstone of our work as a learning community. Teachers hold high expectations for all students and provide instruction that actively engages students through multiple means so that content is accessible to all students. This was evident in the teaching and learning observed in classrooms as well as in student work products. We exceeded our target in the 2017-18 School Quality Guide in Rigorous Instruction, ranked Well Developed in indicators 1.1 and 2.2. 99% of teachers responded positively to the shift that has taken place in math instruction and 95% responded positively to the shift that has taken place in Literacy instruction.

We believe the collaboration between administrators, teachers, other staff and families demonstrates the establishment of trust and our common goal to create a supportive learning environment for all -- children and adults. When it became evident that not all students were as comfortable in the learning environment as others, the SLT established an Equity & Diversity Committee to build consciousness and positively recognize the diversity within our school. That staff and families could come together to address challenges related to diversity is a further example of the trust we all have in each other. Diversity became a key area of focus for the SLT in the 2015-2016 school year as we engaged the whole school in activities and dialogue in hopes of creating a more supportive environment. During the 2016-17 school our focus was on strengthening the connections between the lower and middle school sites. In 2017-18 we focused on building strong committees to address diversity and wellness. Members of the SLT took on this task and parents and teachers worked together to establish strong Equity & Diversity and School Wellness sub-committees of the SLT. Each sub-committee consisted of parents and teachers representing both the lower and middle schools. Meetings were held at both sites, sometimes as full committees, sometimes as smaller committees representing just the lower or middle school, depending on the need at the time. This work resulted in our school
receiving the distinction, NYC DOE Wellness Council of the Year in Spring 2018. Together, with support from the NYC DOE Wellness Team and a sexual education consultant we developed a health program for students in grades 5 - 8.

Professional Learning is important. In addition to Monday professional learning our teachers meet weekly as grade level teams with the support of our instructional coaches and administrators. We exceeded our target in the 2017-18 School Quality Guide in Collaborative Teachers, ranked Well Developed in indicators 4.1 and 4.2.
### School Demographics and Accountability Snapshot for 13K008

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>PK,0K,01,02,03,04, 05,07,08</th>
<th>Total Enrollment (2017-18)</th>
<th>916</th>
<th>SIG Recipient (Y/N)</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional Bilingual</td>
<td>N/A</td>
<td>Dual Language</td>
<td>N/A</td>
<td>Self-Contained English as a Second Language</td>
<td>N/A</td>
</tr>
<tr>
<td>English Language Learner Programs (2018-19)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Special Classes (ELA)</td>
<td>3</td>
<td># SETSS (ELA)</td>
<td>35</td>
<td># Integrated Collaborative Teaching (ELA)</td>
<td>121</td>
</tr>
<tr>
<td># Special Classes (Math)</td>
<td>3</td>
<td># SETSS (Math)</td>
<td>7</td>
<td># Integrated Collaborative Teaching (Math)</td>
<td>121</td>
</tr>
<tr>
<td># Visual Arts</td>
<td>25</td>
<td># Music</td>
<td>21</td>
<td># Drama</td>
<td>25</td>
</tr>
<tr>
<td># Foreign Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### School Configuration (2018-19)

- **SIG Recipient (Y/N):** No

#### Racial/Ethnic Origin (2017-18)

- **% Title I Population:** 18.0%
- **% Free Lunch:** 16.6%
- **% Reduced Lunch:** 1.3%
- **% Limited English Proficient:** 2.9%
- **% Students with Disabilities:** 12.6%

#### School Composition (2017-18)

- **% Title I Population:** 18.0%
- **% Attendance Rate:** 95.6%
- **% Free Lunch:** 16.6%
- **% Reduced Lunch:** 1.3%
- **% Limited English Proficient:** 2.9%
- **% Students with Disabilities:** 12.6%

#### Racial/Ethnic Origin (2017-18)

- **% American Indian or Alaska Native:** 0.4%
- **% Black or African American:** 15.2%
- **% Hispanic or Latino:** 12.0%
- **% Asian or Native Hawaiian/Pacific Islander:** 8.3%
- **% White:** 59.0%
- **% Multi-Racial:** 7.5%

#### Personnel (2015-16)

- **Years Principal Assigned to School (2018-19):** 1.16
- **% of Assistant Principals (2016-17):** 4
- **% of Teachers with No Valid Teaching Certificate:*** 0%
- **% Teaching Out of Certification (2014-15):** 8%
- **% Teaching with Fewer Than 3 Years of Experience:** 16%
- **Average Teacher Absences (2014-15):** 5.9

#### Student Performance for Elementary and Middle Schools (2017-18)

- **ELA Performance at levels 3 & 4:** 77.5%
- **Mathematics Performance at levels 3 & 4:** 71.9%
- **Science Performance at levels 3 & 4 (4th Grade) (2016-17):** 98%
- **Science Performance at levels 3 & 4 (8th Grade) (2016-17):** N/A

#### School Performance for High Schools (2017-18)

- **ELA Performance at levels 3 & 4:** N/A
- **Mathematics Performance at levels 3 & 4:** N/A
- **Global History Performance at levels 3 & 4:** N/A
- **US History Performance at Levels 3 & 4:** N/A
- **4 Year Graduation Rate:** N/A
- **6 Year Graduation Rate (2011 Cohort):** N/A
- **% ELA/Math Aspirational Performance Measures (2015-16):** N/A

#### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

**Elementary/Middle School**

| American Indian or Alaska Native | N/A | Black or African American | NO |
| Hispanic or Latino | NO | Asian or Native Hawaiian/Other Pacific Islander | YES |
| White | NO | Multi-Racial | YES |
| Students with Disabilities | NO | Limited English Proficient | N/A |
| Economically Disadvantaged | NO | ALL STUDENTS | NO |

**High School**

| 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 | ALL STUDENTS | N/A |

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**Note:** The table above provides a snapshot of the school's demographics, accountability, and performance metrics as of the academic year 2018-19. The data includes various measures such as student performance, racial/ethnic composition, and school personnel statistics. The Adequate Yearly Progress (AYP) metrics are categorized for different subjects and grade levels, with indicators for whether the school met the criteria for each category.
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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

From 2017-2018 School Quality Guide:

The school exceeds the target for Rigorous Instruction with a score of 4.25 on a 1.00-4.99 scale. (last year this score was 4.18)

The school exceeds the target for Collaborative Teachers with a score of 4.3 on a 1.00-4.99 scale.

From data.nysed.gov:

- Performance on ELA exams - 78% met standards, scoring levels 3 and 4 across grades 3-8.
- Performance on Math exams - 62.7% met standards, scoring levels 3 and 4 across grades 3-8.
- Growth on ELA exams schoolwide - Good
- Growth on Math exams schoolwide - Fair
- Growth on ELA for lowest performing students - Good
- Growth on Math for lowest performing students - Fair
- Females exceeding males in ELA with 80.2% females scoring levels 3 and 4 and 61.5% males
- Expressed interest from parents for more STEM opportunities.

In 2015-2016 Algebra I, a regents level course was offered to higher performing students as an additional course before the regular school day. In 2016-2017 this program expanded and all 8th grade students were enrolled in Algebra I and Living Environment, culminating in the regents exams in those areas. These offerings continue for all students with support for math teachers and administrators throughout the year through the citywide Algebra for All initiative and professional learning in science through Urban Advantage. In 2018-2019 three of our teachers are Math for America (MfA) fellows, receiving additional exemplary professional learning as part of this exclusive community of educators.

There is a continued focus to strengthen STEM opportunities and a need to ensure equitable opportunities across the grades.

The School Leadership Team used several data sources to determine the quality of rigorous instruction at including the NYSED School Report Card, NYC DOE School Survey and notes from grade by grade Family/Administration
meetings. Below, each data source is briefly described and strengths and weakness revealed by the data are identified.

**NYSED School Report Card**

Data from the ELA and math state tests for students from grades 3 through 8. The report card reveals the percentage of students in various student populations who received a score deemed “proficient”, scoring a 3 or 4 on the state tests. The data from the NYSED School Report Card revealed both strengths and weaknesses in student performance on the 2016 and 2017 state tests in ELA and math.

According to the 2018 data from NYSED, PS 8 students achieved higher levels of proficiency in ELA and math than the averages for New York City schools and District 13 schools in both ELA and math.

<table>
<thead>
<tr>
<th></th>
<th>PS 8 District 13 NYC</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>78% 47% 46.7%</td>
</tr>
<tr>
<td>Math</td>
<td>72% 39% 42.7%</td>
</tr>
</tbody>
</table>

**2015-2016 Quality Review (most recent)**

The Quality Review is a process that evaluates how well schools are organized to support student learning and teacher practice. [http://schools.nyc.gov/Accountability/tools/review/SchoolResources/Overview/default.htm](http://schools.nyc.gov/Accountability/tools/review/SchoolResources/Overview/default.htm) The most recent quality review data available for PS/ MS 8 is from the 2015-2016 school year. While the Quality Review revealed many strengths in academic rigor, it also noted one area PS/ MS 8 should work to improve, pedagogy.

1. **Strengths**: PS/ MS 8 was found to be “Well Developed” in most areas, including School Culture of High Expectations, Instructional Core Curriculum, Assessments, Teacher Teams and Leadership Development. “Well Developed” is the highest rating possible. PS/ MS 8 was found to be “Well Developed” in “Ensuring) engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards.”

2. **Weakness**: The quality reviewers deemed PS/ MS 8 “Proficient” in Pedagogy and noted that, “teaching practices are aligned to the curricula and reflect an articulated set of beliefs about how students learn best. Teaching strategies provide multiple entry points into the curricula the opportunity to provide high quality extensions was not observed as a common teacher practice.”

In the 2018-2019 school year, we will improve overall academic instruction to provide high quality extensions for our proficient learners.

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 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.
In the 2018-2019 school year, we will continue to improve STEM instruction for all students with a focus in equitable opportunities, resulting in a 10% increase in math achievement as evidenced by end of unit assessment data from units of study from October to May.
### Part 3a – 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:

- Evidence-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., average/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
<tr>
<td>Middle School Students</td>
<td>Sept.-June</td>
<td>Principal, Assistant Principals</td>
</tr>
<tr>
<td>All Middle School science teachers and all math teachers (grades 5-8) to ensure preparation.</td>
<td>Regents level instruction to be delivered by 8th grade math and science teachers.</td>
<td></td>
</tr>
</tbody>
</table>

**Restructuring of middle school schedule to allow for rigorous and accelerated instruction in math and science so that all students are prepared for regents math (Algebra) and science (Living Environment) in the 8th grade as part of their regular school day.**

8th grade science will be taught in the science lab which will enable students to engage in labs on a regular basis.

Middle school science teachers will participate in professional learning opportunities through a partnership with Urban Advantage.

Math teachers, grades 5 - 8 will participate in professional learning opportunities through the Algebra For All initiative.

<table>
<thead>
<tr>
<th>Content Team Meetings in Math and Science</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time is set aside in the lower and middle school schedules for math and science teachers to meet weekly in order to plan instruction, look at student work and modify instruction as needed.</td>
<td>Sept-June</td>
</tr>
</tbody>
</table>

**Middle School Teachers**

**Math Teachers, grades 5-8**

**Science, Math teachers, Special Education teachers**
Departmentalization in Grade 5 - Students will receive instruction in science and math from dedicated science/math teachers.

Teachers attended 3 week training over the summer and will continue to attend trainings through the Algebra for All initiative.

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

- Triannual grade meetings for families led by Principal, Assistant Principals, Staff Developers and teachers
- Celebr8 Reading Book Fair, Read-a-thon,
- Curriculum Workshops - instructional coaches and teachers leaders will hold meetings for families to share content work (October Reading;
- Math Bulletin Board
- Publishing Parties
- Box City
- Passport for Social Studies
- Parent participation in field trips

### 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.

We will use tax levy monies, school personnel, support from Brooklyn North, and central to accomplish this goal.

Grade 8 received a class set of IPaDs to further develop this work.

Teachers received IPaDs to further develop this work.

Grades K - 5 implementing the Amplify science program.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>X</td>
</tr>
</tbody>
</table>

### 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.

Principal will report to SLT on the implementation of regents level instruction in September, January, and May.

SLT will review testing rates and pass rates for Algebra and Living Environment Regents Exams.
Weekly science and math team meetings to monitor progress in curriculum, delivery of instruction, student progress.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

Principal's report to SLT.

Regents exams.

**Part 5c.** In **February 2019**, 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 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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
</tr>
</tbody>
</table>

Overall, the school provides a rich curriculum and many opportunities for learning. Student performance is high, suggesting a supportive learning environment. However, our needs assessment revealed that for some students the school needs to work harder in providing a supportive environment in which they feel emotionally secure and ready for learning. This includes students of color throughout the grades. While the focus is creating a supportive environment, we understand that in doing so, we will have to establish trust between students, staff and families, and we will need to create strong family and community ties, thus this framework element is closely linked to other framework elements. The following are evidence that highlights both the school’s strengths and suggests the need for such work:

We exceeded our target in the 2017-18 School Quality Guide in Collaborative Teachers, ranked Well Developed in indicators 4.1 and 4.2.

Quality Review 2013-2014:

- “Across classrooms, common instructional practices such as student groups, mini lessons, choice options, instructional charts, monitoring student behavior, and teachers conferring with students, result in the engagement of all learners, including English language learners and students with disabilities, in challenging tasks…. The incorporation of these key instructional strategies has provided multiple opportunities for students to access learning in different ways, with scaffolds and other instructional supports that allow them to construct meaning and deepen their thinking, as evidenced by the exemplary student work viewed in classrooms.”

School Quality Guide 2014-2015:

Student Demographic Information:

- % English Language Learners - - 3%
- % Students with IEPs - - 15%
- % Students with IEPs (less than 20% time with non-disabled peers) - - 0%
- % Free Lunch Eligible - - 12%
- % HRA Eligible -- 10%
- % Temporary Housing -- 2%
- % Asian - - 6%
- % Black - - 15%
- % Hispanic - - 11%
- % White - - 60%
- % Other - - 7%


Student Achievement – “Meeting Target”

School Survey 2014-2015:

- Supportive Environment was the only category that was below the citywide % positive response for elementary/middle schools
- Increase from 65% to 87% students reporting that they feel safe in the hallways, bathrooms and cafeterias.
- Teachers and Parents had an overall favorable assessment of the school environment.

School Survey 2013-2014:

- 69% of students surveyed indicated “students harass or bully each other based on differences (such as race, color, ethnicity, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation, disability or weight)” some of the time, most of the time or all of the time. It should be noted that only middle school students (grades 6 and 7 in 2013-2014) were surveyed, while students in grades K-5 were not surveyed. Other indicators of school environment were rated more favorably by students.

Principal’s Report to SLT 11/06/2014:

- Paraphrased: Some students of color in the upper elementary grades met with the principal and expressed that they do not always feel that they belong.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

- The school will increase 5% in the learning environment section of the School Survey by continuing the work of the SLT’s Diversity Sub-Committee to support Teachers and Families through the development and implementation of developmentally appropriate anti-bias curricula across the grade levels by June 2019.
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-8 teachers and parents</td>
<td>Ongoing</td>
<td>Principal and SLT</td>
</tr>
<tr>
<td>Students</td>
<td>Ongoing December through June (Explorations in the middle school happen in January and June)</td>
<td>Teachers with the support of school administrators</td>
</tr>
<tr>
<td>Students, Parents, and Teachers</td>
<td>Oct.-Dec. and June</td>
<td>Diversity Committee (SLT subcommittee)</td>
</tr>
<tr>
<td>Parents and Teachers</td>
<td>September December (workshop) Ongoing (Family Buddies and PTA Welcome Committee)</td>
<td>Diversity Committee (Workshop and Reading Group) SLT (MS Restorative Justice Initiative)</td>
</tr>
</tbody>
</table>

### Ongoing Professional Development for teachers.
Schedule trainings for school staff and parents on issues of equity, diversity, and inclusion.

Diversity/Anti-biased focused curricula in both the lower and middle schools.

In the lower school:

- Incorporating diverse literature into the current curriculum
- Ongoing conversations about diversity in classrooms

In the middle school:

- Advisory activities to build community among students and address biases students bring to school
- Explorations that address issues of diversity and social justice
- Implementation of Restorative Justice Circles to address developmental social and emotional needs of middle school students.

Family focused events inclusive of the whole school designed to enhance community building within the whole school community and across diverse subgroups within the school. Will include potlucks with cultural foci.

Adult Support and Education

- Diversity Potluck
- Family buddy system to be established, pairing new families with returning families.
- Workshop on diversity and anti-bias education.
- Diversity Committee Reading Group – This group will meet regularly to discuss readings on issues of diversity.
and anti-bias education. It will be open to all adults in the community.

- Restorative Justice Circles training for Teachers in Middle school.

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

We will engage parents and families throughout the year as we will continue our many parent involvement activities including monthly classroom celebrations connected to learning in literacy, mathematics, science, social studies and the arts. We will continue to hold informative workshops and meetings for parents and families including math informational sessions so that adults are better able to partner with teachers, and are more confident supporting students at home.

Our work regarding Equity and Diversity will continue in collaboration with Border Crossers.

### 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.

Achieving this goal will depend much upon human resources. It will involve members from all constituent groups of the school community getting involved. Parents and teachers will be expected to spend time working towards this goal. Teachers will use common planning to plan curriculum focused on diversity and classroom instruction time to implement the curriculum. Since common planning time and instructional time are already scheduled for teachers, an adjustment in schedule is not anticipated at this time. Parents will volunteer time to achieve this goal in various ways, including but not limited to working with family buddies, planning and holding events, and volunteering on committees. Instructional resources may include the Morningside advisory program.

An Amazon wishlist was created to upgrade the lower school library and classroom libraries with more diverse books.

#### Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th>Fund Source</th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
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<td>X</td>
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<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>X</td>
</tr>
</tbody>
</table>

### 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 Diversity Committee is a subcommittee of the SLT with membership open to anyone in the school community and includes both staff and families. SLT members (the principal, teachers and parents) take on leadership roles within this committee, working with and across the constituent groups. The committee was initially formed in the winter of 2014. The SLT and the Diversity Committee will work to monitor progress toward this goal throughout the school year. Timeline for progress monitoring:
- September – Reformation of the Diversity Committee and planning for first family focused diversity event. Conduct surveys to establish a baseline – target students, teachers and parents
- January – Assessment of Professional Development for teachers. and Adult education workshop for parents.
- January/February – Mid-Year Assessment of Goal: Conduct surveys – target students, teachers and parents. This survey should show some improvement in attitude about school environment by students from the September survey.

### Part 5b. Indicate the specific instrument of measure that is used to assess progress.

- Anecdotal reporting from principal based on observations/data gathering
- Surveys
- Questionnaires/Program evaluation forms

### Part 5c. In February 2019, 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 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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
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</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

We exceeded our target in the 2017-18 School Quality Guide in Collaborative Teachers, ranked Well Developed in indicators 4.1 and 4.2.

An assessment of the academic program and school practices suggests that while Collaborative Teachers is a strength, there is room for growth in terms of how teachers collaborate for the purpose of improved instruction and student outcomes.

- Quality Review 2015-2016 (most recent QR Data)
  - The vast majority of teachers are engaged in inquiry-based, structured professional collaborations that have strengthened teacher instructional capacity and promoted the implementation of Common Core Learning Standards. Teachers systematically analyze key elements of teacher work and assessment data, and student work for students they share.

  - Support and evaluation of teachers is provided through feedback using the Danielson framework and analysis of learning outcomes.

  During the 2017-18 school year intervisitations were held regularly and teachers provided feedback to one another via email after visits. During the 2018-19 school year intervisitations are further encouraged through in-house showcases of teaching and learning. In October Grade 4 teachers showcased student talk, inviting colleagues in to observe use of a teacher created Talk Rubric during whole class, small group and independent work across content areas.

  Teachers attend professional learning through Math For America, Urban Advantage, the Math Collective, Teachers College Reading and Writing Project, NYC DOE departments including the Algebra for All initiative, collaboration with NYU TAC-D, and others.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019 all teachers and educational assistants at PS 8 will have engaged in at least 5 cycles of professional learning (grade-based, cross-grade, content based, etc.) in order to improve teaching and learning resulting in an increase in...</td>
</tr>
</tbody>
</table>
student engagement and achievement as evidenced by data collected on end of unit rubrics across content areas between November and May.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
</table>
| - Evidence-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). |

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Peer Observations using the Danielson Framework</td>
<td>Classroom Teachers</td>
<td>Ongoing October through May</td>
</tr>
<tr>
<td>Vertical planning opportunities</td>
<td>5th and 6th grade teachers</td>
<td>Bi-monthly Sept. through June</td>
</tr>
<tr>
<td>Broader teacher participation on SLT, which will allow teachers in both schools to remain informed about the decisions regarding instruction, etc. made by the SLT, including the development of the CEP.</td>
<td>Middle School Teachers</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>
| - Active recruitment of teachers from both lower and middle school.  
- Accommodate middle school teacher participation by holding meetings at both sites. |

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Family math and science nights where families can "do the math" or "do the science" together.

### 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.

Both teacher visitations and vertical planning will require human resources and schedule adjustments. Teachers will be asked to collaborate in new ways, evaluating one another through peer evaluation. This will require some guidance provided by the school’s staff developers. It will also require schedule adjustments to free up teachers to plan, observe and debrief together. 5th and 6th grade teachers are located in different buildings. They will need
common planning times, including time to travel between sites. The vertical planning schedule will need to be adjusted to include opportunities for teachers to meet across sites.

**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 | || 21st Century Grant | || SIG | || 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.

By January:

- Teachers will have become familiar with observation protocols and begun peer observations. Records of observations will be kept and monitored.
- A minimum 10 inter-visitations by teachers

By June 20 total visits by teachers

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

- Observation record sheets
- Minutes of meetings between 5th and 6th grade teachers
- SLT sign-in sheets and minutes

**Part 5c.** In **February 2019**, 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
Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

2016-2017 School Quality Snapshot:

- 84% responded positively to questions about effective School Leadership
- 94% of parents feel the principal creates a strong sense of community

Effective leadership includes developing and nurturing teacher leaders. We have many teacher leaders across the lower and middle schools. Weekly each grade level meets in a "formal" grade meeting. The agendas are set in advance by the teacher teams in collaboration with the instructional coaches.

During the 2018-19 school year vertical teams in the areas of Literacy, Math, Social Studies, Science and Special Education launched, facilitated by teacher leaders.

Our technology leaders provide support to colleagues and work collaboratively with administrators and families to prioritize technology upgrades for the future.

Part 2 – Annual Goal
Indicate your school’s 2018-19 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 2019 all grade level and vertical teams will have held regular meetings attended by an administrator resulting in the creation of grade-wide and content goals for the 2019-20 school year to boost student engagement and achievement across content areas as evidenced by attendance at meetings.
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers</td>
<td>Sept.-June</td>
<td>Principal, APs, Instructional coaches</td>
</tr>
<tr>
<td>Selected Teacher leaders</td>
<td>Sept.-June</td>
<td>Principal, APs</td>
</tr>
<tr>
<td>Selected Teacher leaders</td>
<td>Sept.-June</td>
<td>Principal, APs</td>
</tr>
<tr>
<td>Selected Teacher Leaders</td>
<td>Sept.-June</td>
<td>Principal, APs</td>
</tr>
</tbody>
</table>

**Principal, assistant principals and instructional coaches will coordinate schedules to consistently and effectively support grade level and vertical teams.**

**Literacy, Social Studies, Science, Special Education, Math teacher leaders will be identified and supported to facilitate the respective vertical team work.**

**Technology Leaders will be identified and supported to continue to move our work in technology forward.**

**Teachers will present at District level professional learning days sharing their work with colleagues throughout the district.**

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

**Curriculum Information Nights September, May**

**Parent/Teacher and Student-led Conferences November and March**

**Tuesday afternoon - parent engagement time (in-person, phone, email, Skype)**

**Teaching & Learning: workshops for families, K-2, 3-6, 7&8 (across content areas)**

**Science - unpacking the new Science Curriculum**

**Literacy - How to Support your Beginning Reader**

### 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.
We will use tax levy monies, school personnel, support from Brooklyn North, and central to accomplish this goal.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td></td>
<td>SIG</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

**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.

By February 2019 we will hold mid-year reflection meetings with grade level teams, vertical team facilitators, technology leaders to ensure that we are working toward achieving our goals.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Protocols will be used for reflection and notes will be taken and shared via the Google Drive.

**Part 5c.** In **February 2019**, 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 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

| Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly. |

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Our school is well known for family involvement. Parents are integral members of our community serving in many capacities. On a daily basis there are parent volunteers in our library, in our cafeteria assisting with lunch and recess and supporting schoolwide events such as the annual Book Fair, Read-a-thon and field trips.

The subcommittees of our SLT, the Equity & Diversity and the School Wellness committees have solid representation of parents and teachers.

Teachers attest to having close ties with families, working as partners to ensure academic and social/emotional success.

In most measures of parent and family engagement in the 2017-18 School Survey, PS 8 rated highly. 90% of parents favorably responded to questions regarding teacher outreach to parents, while 96% of teachers felt that teacher outreach to parents was favorable. 94% of parents felt involved with PS 8.

Part 2 – Annual Goal

| Indicate your school’s 2018-19 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. |

During the 2018-2019 school year we will improve the overall sense of community within our school resulting in 80% of our families attending at least one family/community event.
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Families</td>
<td>October - June</td>
<td>Teachers &amp; Parent Coordinator</td>
</tr>
<tr>
<td>All families</td>
<td>October - June</td>
<td>Teachers, Instructional Coaches &amp; Parent Coordinator</td>
</tr>
<tr>
<td>All Families</td>
<td>Ongoing</td>
<td>SLT, PTA Executive Board, Parent coordinator</td>
</tr>
<tr>
<td>All Families</td>
<td>October</td>
<td>Principal, Assistant Principal,</td>
</tr>
<tr>
<td>All Families</td>
<td>February</td>
<td></td>
</tr>
</tbody>
</table>

**Families as Learning Partners: (FALP)**

Provide structured access to the classrooms by parents/guardians once a month.

**Curricular Workshop Program:** Implement quarterly workshop programs hosted by teachers and staff developers addressing topics related to student learning at both lower (focus on new science curriculum in the fall) and middle school (focus on health curriculum in the winter) campuses.

School and PTA will continue monthly family engagement activities (I.e., Diversity Potluck, Readathon, Dances, Paddlewheelers, Celebr8 Reading, Celebr8 Science, etc)

Administrators will continue to hold tri-annual grade-by-grade meetings for families. These meetings include information on the curriculum, updates regarding grade-wide issues and an open Q&A. Parents are encouraged to submit agenda items and to ask questions.

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

- **Urban Advantage** - offers family science days at local institutions such as American Museum of Natural History and the New York Aquarium.
- **Community Counseling & Mediation Services** - afterschool program at the middle school
- **YMCA** - afterschool program at the lower school
- **Kids Orbit**
- **CUNY City Tech**
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.

We will use tax levy monies, school personnel, support from Brooklyn North, and central to accomplish this goal.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>X</td>
<td>PTA Funded</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>C4E</td>
<td>SIG</td>
<td>X</td>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

Midyear and end of year review of PTA/SLT/school activities to welcome and engage parents.

Surveys re: communication

Tracking of emails read via mailchimp

In January 2019 we will assess family engagement at school events, ensuring that 50% of our families have attended at least one event.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Monitoring of PTA

PTA reports of email use and website clicks

Surveys

Part 5c. In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED's memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Test Scores, Book Levels and grades on classroom assessments and projects</td>
<td>Wilson</td>
<td>Small group One to One</td>
<td>During School</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dolchword Lists</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Guided Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Orton Gillingham</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Test Scores, Unit Tests and grades on classroom assessments and projects</td>
<td>Variety of different strategies dealing with conceptual understanding and fact fluency</td>
<td>Small group One to One</td>
<td>During School</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Test Scores and grades on classroom assessments and projects</td>
<td>All science units are integrated and thus the intervention is connected to the ELA and Math interventions</td>
<td>Small Group One to One</td>
<td>After School</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Test Scores and grades on classroom assessments and projects</td>
<td>All social studies units are integrated and thus the intervention is connected to the ELA and Math interventions</td>
<td>Small Group One to One</td>
<td>During School</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Persistent or serious behaviors that impede learning</td>
<td>Pull out program to support short term issues</td>
<td>Small Group One to One Lunchtime Mindfulness groups by grade</td>
<td>During School</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
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<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- All Title I schools must complete Part A of this section.
- All Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website:

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>14</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td>14</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td>14</td>
</tr>
</tbody>
</table>
Counseling, academic support, and school supplies to ensure that students have the necessary materials to learn.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an [STH liaison](#).

N/A
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

<table>
<thead>
<tr>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>X</th>
<th>Non-Title I</th>
</tr>
</thead>
</table>

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.

A professional development committee meets three times/year both at the lower and middle schools in order to collaboratively and effectively plan professional learning opportunities for all staff members.

In June and July a collaborative team of administrators, parents and teachers worked together to hire incoming staff.

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).

A year-long Professional Learning calendar is created in the spring for Monday professional development sessions and professional learning days.

Schedules are created so that teachers are able to meet together by grade as well as in vertical content team groups in order to plan units, hone lesson plans, analyze student work, etc. in order to boost student achievement.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A
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.).

N/A

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.

In July 2018 the June Instructional Report was shared with assistant principals, school-based coaches and teacher leaders in order to utilize data to continue to plan for the coming year. Teachers worked in grade level groups to set goals together in the Fall based on the June Instructional Report as well as baseline assessments administered in September 2018.

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 codes. 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 consolidated. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Explanation/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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

The 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:

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• **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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)  
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

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**Parent and Family Engagement Policy**

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. **13K008**, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.

**Support for Parents and Family Members of Title I Students**

P.S. 8 will support parents and families 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;

Parental Involvement and School Quality

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 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. This information will be maintained by the School Leadership Team.

In developing the Parent Involvement Policy, parent members of the school’s Parent-Teacher Association and parent members of the School Leadership Team, were consulted on the Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

● support school-level committees that include parents who are members of the School Leadership Team and the Parent-Teacher Association. This includes providing technical support and ongoing professional development, especially in developing leadership skills when necessary;

● 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: understanding child and adolescent development, grade-level curriculum, and assessment expectations; and training to build parents’ capacity to support their children’s appropriate use of technology at home; helping students to appreciate the diversity of the community;

● provide opportunities for parents to help them understand the accountability system, e.g., ESSA/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 Every Student Succeeds Act (ESSA);

● schedule additional parent meetings, e.g., grade level meetings with the principal, to share information about the school’s educational program and other initiatives of the school and Chancellor, and to allow parents to provide suggestions, ask questions and express concerns;

● translate all critical school documents and provide interpretation during meetings and events as needed.

Encouraging School-Level Parental Involvement
The school will further encourage school-level parental involvement by:

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year beginning with Curriculum Night in September and culminating with a preview of the upcoming year in May;
- encouraging meaningful parent participation on the School Leadership Team, sub-committees and/or Parent-Teacher Association;
- supporting and hosting family events including, but not limited to, Potlucks, Paddlewheeler, and District Family Day;
- maintaining 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 distributed to keep parents informed of their children’s progress at the middle school via Skedula/PupilPath;
- maintaining a school website designed to keep parents informed about school activities;

School-Parent Compact (SPC)

13K008, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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 Every Student Succeeds Act (ESSA);

I. School Responsibilities: Supporting Home-School Relationships

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;

• 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 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;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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., Curriculum Night and Parent-Teacher Conferences;
I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

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

- Assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress;

- 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;

- Advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

II. Parent/Guardian Responsibilities

- Participate in decisions relating to my child’s education;

- 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 and ready to learn;

- 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;

- 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;

- 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 as needed;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### III. Student Responsibilities

<table>
<thead>
<tr>
<th>Student Responsibilities</th>
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<tbody>
<tr>
<td>● attend school regularly and arrive on time;</td>
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<tr>
<td>● complete my homework and submit all assignments on time;</td>
</tr>
<tr>
<td>● follow the school rules and be responsible for my actions;</td>
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<tr>
<td>● show respect for myself, other people and property;</td>
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<tr>
<td>● try to resolve disagreements or conflicts peacefully;</td>
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<tr>
<td>● always try my best.</td>
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</table>
DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

**Part I: School ELL Profile**

**A. School Information**

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Brooklyn</td>
<td>008</td>
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</table>

**School Name** The Robert Fulton School

**B. Language Allocation Policy Team Composition**

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
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<tbody>
<tr>
<td>Patricia Peterson</td>
<td>Caren Gandelman</td>
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<tr>
<th>Coach</th>
<th>School Counsellor</th>
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<tr>
<td>Sandy Long</td>
<td>Stephanie Zeidner</td>
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<tr>
<th>Teacher/Subject Area</th>
<th>Parent</th>
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<tbody>
<tr>
<td>Jen Stern</td>
<td>Ansley Samson</td>
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<table>
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<tr>
<th>Teacher/Subject Area</th>
<th>Parent Coordinator</th>
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<tr>
<td>Beverly Sparks</td>
<td>Eileen Carrier</td>
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<tr>
<th>Related-Service Provider</th>
<th>Field Support Center Staff Member</th>
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<tr>
<td>Monica McIntyre</td>
<td>Camilla Holmes</td>
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<tr>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
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<td>Barbara Freeman</td>
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**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 not currently teaching in a bilingual program | 1 |
| Number of teachers who hold both content area/common branch and TESOL certification | 1 |
| 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 not 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) | 918 |
| Total number of ELLs | 30 |
| ELLs as share of total student population (%) | 3.27% |

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### Part II: ELL Demographics

#### A. ELL Programs

This school offers the following programs:

- Transitional bilingual education program (TBE) [Yes] [No]
- Dual language program (DL) [Yes] [No]
- Freestanding ENL [Yes] [No]

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
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<th>4</th>
<th>5</th>
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<th>7</th>
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<th>11</th>
<th>12</th>
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#### Part III: Assessment Analysis

**After reviewing and analyzing the assessment data, answer the following:**

1. **What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?**

   In order to assess the early literacy needs of ELL students, our school uses the Fountas and Pinnell book leveling systems and word lists. Teachers also use Words Their Way to evaluate the student’s spelling stage and determine the phonics work that needs to be done with each child. Kindergarten teachers use concepts of print and letter/sound identification assessments. This is also given to struggling readers in first and second as well as beginner ELLs, as needed. FUNdations also has unit assessments to see how well kids are learning concepts and that is used in grades K-2. All grades do writing on demand in narrative, persuasive and informational writing. This data helps the ENL teacher to better understand where the ELL students fall in terms of the other monolingual classmates and examine the student’s phonics and literacy and language needs.

   Information is shared between the classroom and the ENL teacher on an ongoing basis. The information can help us to better understand the strengths and weaknesses of our ELL students and to set up educational plans for them.
2. What structures do you have in place to support this effort?

The classroom teachers and ENL teacher work together to ensure that all ELL students receive the necessary assessments, both formative and curriculum-embedded ones. Sometimes the ENL teacher may help with a running record or do the Words Their Way assessments. They will then meet on their preps or after school professional time to discuss the results and further support their planning. Both the ENL and classroom teachers will also do on-demand writing assessments for each unit of study and then discuss the results. The results are then used to guide instruction. Writing rubrics are also given out to students as a way to help students self-assess and teachers to see where the students see themselves in terms of their needs and development.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?

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

4. What structures do you have in place to address interventions once the summative data has been gathered?

There are many structures in place to address interventions once the summative date has been gathered. Classroom teachers and the ENL teacher meet to discuss the students' progress and then plan instruction accordingly. If there is a need for additional intervention, they will request a PPC meeting with school staff, such as literacy intervention teacher and SETSS/Special Education Liaison to plan for supports that can be first used in the classroom and then if necessary students will also receive academic intervention services to further support the students' learning. Teachers and staff will then set a time to meet again to further discuss progress and plan for additional intervention strategies to support the student in the classroom and/or small groups. Classroom groupings are modified if needed to meet the needs of students. Teachers then share any findings with parents during the Tuesday parent-engagement time or at another agreed upon time.

5. How does your school use 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.]

Our school uses data to guide instruction with the Response to Intervention (RtI) framework for grades K-8. It uses high quality, evidence-based instruction for all students, including ELLs at the Tier I, II, and III intervention levels, and incorporates language development to move ELLs to where they need to be. The process begins with a universal screening process that is administered to all students. For ELLs, these means their parents are given a Home Language Survey to complete upon enrollment and an informal interview of both the child and the parents are given by a certified pedagogue. If another language is spoken and the child's English is limited, the child is given the NYSITELL as an initial assessment. This helps teachers to uncover any factors that could influence the student's English language learning process and allows teachers to make linguistically responsive instructional choices. Beyond screening and identification for ENL services to support language development, ELL students also take part in RtI screening to access whether his/her literacy skills and competencies are meeting grade level benchmarks. If an ELL student is flagged as at-risk or below-benchmark on any particular skill or
competency, the student will receive targeted instructional support to bolster development in this area. This support is then delivered in coordination with language support services.

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

We use the Response to Intervention (RTI) framework to provide systematic work with all students in a classroom and provide an escalating process of interventions over a prescribed interval of time to determine if students are responding to the assistance they receive. The RTI team plans and coordinates RTI throughout the school and helps to track and monitor student progress. The ELL teachers works with this team, as well, when needed for her students. At first, students are offered Tier I interventions in the classroom as the classroom teacher differentiates their lessons and customizes instruction for their students' needs. Progress is monitored through running records, spelling inventories, on demand writing samples, and other phonics and sight word assessments. Depending on how a student is progressing based on the data, students will continue with Tier I interventions or be moved to a Tier II intervention that matches their needs. Students who are still lagging behind with Tier II level instruction will then receive Tier III support by being pulled from their classroom and working with the intervention teacher. If after several weeks of Tier III intervention and little to no improvement, the students may then be referred to the School Assessment team for further evaluation.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs?

We use outcome assessments from the NYSITELL, NYSESLAT, ELA, and Math data to evaluate and inform our programs. The data patterns across performance levels on the NYSITELL and NYSESLAT indicate that many students test out of the NYSESLAT in second grade. We have the majority of our ELL's in the kindergarten and first and second grades. We have seven kindergarten ELLs at a range of levels ranging from Emerging, Transitioning, to Expanding. We have seven first graders who are mostly at the transitioning or expanding level. One first grader when from the entering to the emerging level. Our seven second graders are all at the expanding level, except for two. Of these two, one student went from entering to emerging and has an IEP. The other of these two went from Emerging to Commanding after being in the program for only a year and just coming to the country. Of the six third grade ELLs in our program, all but two are at the command level. One student has an IEP and is at the transitioning level and the other student is at the expanding level and this is his second year in the country. We have no 4th grade ELL students and only five 5th grade ELLs. Of these five 5th graders, three are at the command level and the other two who are not are at the expanding level and also have IEPs. Therefore, it shows that according to our data, the majority of ELL students in the program our elementary school make progress and then test out in the second grade.

The data and program population is more varied at the middle school, grades 6-8. In sixth grade, we have one student with an IEP who has been in the program since she first arrived in second grade. She is at the expanding level. There is another newcomer ELL in the sixth grade who is at the entering level. In seventh grade, we have one student who arrived in the middle of third grade who is now at the commanding level and another student this year who just arrived and is at the entering level. In 8th grade, we have one student at the commanding level and another who arrived this year at the expanding level. The data varies greatly.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

The ENL teacher shares the results of these findings in a meeting and on paper with the classroom teachers of the ELL students and then both teacher's plan their lessons according to the student's current levels, needs, and goals.
Part IV: ELL Programming

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.
      ELL instruction is delivered to ELLs in the freestanding ENL program as per CR Part 154.2. Students are grouped according to their language proficiency and grade levels. Some language proficiency levels are mixed, as are grades, depending upon the needs and make up of the students. Instruction is delivered by a dually certified ENL and Common Branch teacher. This teacher works closely with the classroom teachers to ensure that the needs of the children are being met accordingly. The ENL teacher also delivers standalone ENL to support the language needs of the students. This grouping is done according to their language proficiency levels and grades.

   b. TBE program. If applicable.
      Not applicable. We do not have any TBE programs.

   c. DL program. If applicable.
      Not applicable. We do not have any DL programs.

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)?
      Explicit ENL, ELA, and HLA instructional minutes are delivered in each program model. All entering ELL students receive 360 minutes of ENL instruction, including 180 minutes of standalone ENL and 180 minutes of integrated ENL/ELA instruction. All emerging students receive 360 minutes of ENL instruction, including 90 minutes of standalone ENL, 180 minutes of integrated ENL in ELA, and another 90 minutes that is either standalone or integrated. Transitioning ELLs receive 180 minutes of ENL instruction, including 90 minutes of integrated ENL in content areas and another 90 minutes that is either standalone or integrated depending upon the students' individual needs. Expanding students receive 180 minutes of integrated ENL/ELA instruction. All former ELL’s for up to two years receive 90 minutes of integrated ENL in ELA or Content Areas.

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.
   
   Our school ensures that core content is delivered in each program model. In the Freestanding ENL program (which is all our school currently has), ELL students are given personal word walls, glossaries, picture dictionaries, word-for-word dictionaries in English and their home language, and vocabulary lists. In addition, language is scaffolded for them in read alouds and class presentations and lessons. Bridging is used to connect the ELL students’ content area knowledge with new vocabulary and promote language development. Teachers also use technology, such as smartboards and computers to help build ELL students’ language skills through vocabulary, phonics, and reading comprehension games and read alouds. Charts and other visual aids also help promote the students’ second language development. Teachers use alphabet, sight words, and picture cue cards to develop the second language. Teachers also try to group or pair ELL students with English proficient students to serve as a language model for the ELL student. Materials include leveled books, personal word walls, alphabet charts, reader’s and writer’s notebooks, visual charts on the walls, and a number of different language games, including phonics and reading comprehension games and other useful bookmarks to assist the students in reading. Maps and other visual aids are also used to illustrate core content area learning. Bilingual books and bilingual dictionaries are also used to support the student’s language and content area acquisition and learning.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Our school ensures that ELLs are appropriately evaluated in their home language throughout the year. Students are encouraged to read in their home language and then write about it in English, or where available, write in their home language and then use google translate to translate to English.

5. 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

Instruction is differentiated for all ELL sub-groups:

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

b. Newcomers (ELLs in U.S. schools less than three years): All newcomers receive the appropriate amount of ENL instruction as mandated per CR-Part 154. Because No Child Left Behind (NCLB) now requires testing for all identified ELL’s in the country for more than one year, these students are given extra support in preparing for the State exams. They are given support with focused instruction on developing their language skills and understanding the language and strategies needed to be successful on the State exams. Additionally, they are given support with the math or reading intervention teachers as needed. They are also given word walls and picture dictionaries to help build and expand their vocabulary as well as access to the online reading program—Raz-Kids, which helps expand their vocabulary and build their reading skills and letter-sound-identification skills. They can also listen to books on tape in the content areas to help build their background knowledge. Brainpop is another resource used for newcomers. The ENL teacher works with the classroom teacher to find ways to make the content area accessible to these ELLs.

c. ELL’s receiving service for 4-6 years receive the mandated amount of ENL instruction. Classroom teachers differentiate instruction for the students and are made aware of their language needs. The ENL teacher also differentiates instruction and works closely together with the classroom teachers to move these ELLs along. All teachers share information about the needs and progress of the children and work together to support the students in a continuous manner. These ELLs take the NYSESLAT and other standardized tests, such as the predictives, ELA, and Math exams throughout the year. All test scores are analyzed and discussed by teachers working with the student. This helps teachers to focus instruction and provide the student with the appropriate language scaffolds to support their language acquisition and development. An RTI plan will be created for the child based on his or her needs. If needed, the child will also receive counseling and other support. Parents are also encouraged to come in and meet with the teachers to also assist in helping the 4-6 year ELL students make progress. Shared reading, read alouds, books on tape, word walls, and online reading programs, such as Raz-Kids with comprehension and vocabulary questions and levelled reading systems, also benefit these ELLs, as well. They also engage in guided reading groups based on their level.

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

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

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

7. 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?

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

8. 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 school has both an math intervention teacher and a ELA intervention teacher who provides additional support to students who need further intervention throughout the year. In addition, the ENL teacher utilizes the Raz-Kids reading program, which differentiated according to reading levels and provides comprehension and vocabulary activities for the students in a range of content areas. Teachers can also access Brainpop to make the material more accessible for students.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

Based on data and trends, we will have an after school program for our ELLs to further support their language and academic needs. The after school program will focus on preparing students for the NYSLAT and helping them to access core material,
especially nonfiction readings, building both vocabulary and comprehension. We have found that many of our students are successful in the listening and speaking sections of the NYSESLAT, but need more help with their reading and writing skills. For this reason, the after school program will focus on increasing student’s writing and reading abilities.

10. If you had a bilingual program, what was the reason you closed it?
We do not have a bilingual program.

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

    ELLs are afforded equal access to all school programs such as the YMCA and Kids Orbit and Kids Cre8 after school programs. Information is sent home to parents in the children’s teacher correspondence folder. If needed, this material is translated for the parent. The ENL teacher also reaches out to parents that need assistance in registering their children for these programs and assists with the registration process. Teachers and staff utilize an interpreter via the Big Word or the Language Line when needed and also send information home in the home language for parents that need it using the Language Translation and Interpretation Unit.

    YMCA and Kids Orbit program provide an number of enrichment activities for ELLs including homework help. Kids Cre8 includes programs like knitting, robotics, video games, arts and crafts, exercise, running, cooking, football, basketball, among others.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

    There are many instructional materials used to support English language learners. Raz-Kids Reading program is a differentiated, leveled reading program that allows students to independently read on their levels and answer comprehension and vocabulary questions after they have done their assigned non-fiction or fiction readings. Because the readings are on the student’s own level, it helps each ELL grow and their own pace and meet their own academic needs. The genres include fiction to non-fiction and include a variety of topics, allowing students to access many content area knowledge in both social studies and science. This helps to expand and grow their background knowledge.

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

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
We only have an ENL program at our school. Home language support is delivered and assessed in this program. Word to word dictionaries and glossaries are used as well as google translate and other bilingual dictionaries and resources. If the student speaks Spanish, the Spanish LAB is given to assess the student's language ability in Spanish. When available, students are given books in their home language. Each student is given a HLIS form, parent and student interview, and if the need is determined, they will be given the NYSITELL which will determine their need for ELL support services.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
Our school ensures all required services and resources support and correspond to ELLs’ ages and grade levels. Where needed, the school will order new materials for the students that is selected by the school’s ENL teacher and classroom teachers.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
Our school does not share a building.
16. 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).

Before the beginning of the school year, newly enrolled ELLs are invited in to tour the school and meet with the ENL teacher, school guidance counselor, parent coordinator and assistant principal or principal.

17. What language electives are offered to ELLs?
Spanish is offered to ELLs in grades 6-8.

18. 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)?

We do not have a dual language program.

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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 and non-pedagogic staff.) 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 of ELL’s regularly attend professional development that supports ELLs as they engage in the Common Core Learning Standards. This PD is both done at the school level and offered by the DOE. If one teacher attends, he or she turnkeys it for the rest of the school. These PD’s include ELL scaffolds and strategies, looking closely at the Common Core standards and how they apply to all students, including ELLs, and ways to support ELLs in meeting the standards. Rubrics are used and examined to help guide the instruction and also provide clear guidelines for the students. Also teachers look at the academic language that is necessary for ELL’s to understand in order to meet these standards and also ways to develop their academic vocabulary through read alouds, direct instruction, and group work and ways to develop their writing to meet the Common Core Learning Standards.

Teachers of ELLs attend PD on an ongoing basis during the school year. Every Monday afternoon there is professional development at our school. Some teachers have gone to Teacher’s College over the summer and throughout the school year for reading and writing and language support. Teacher’s of ELL’s can also access support through professional development offered outside of the school by the DOE for topics including, but not limited to: fundations, literacy, math support, language development, social studies, Guggenheim, and science.

Professional Development at our school includes: 9/19:
Grade level-curriculum planning
9/26:
Student-led conferences Planning Part I
10/17:
Student-led conferences Planning Part II
10/24:
Student-led conferences Planning Part III
10/31:
Grade level planning
11/7:
Student-Led Conferences Reflections and Next Steps (Grades 2-5)
RTI with Kira Bonn (K & 1)

First round of Study Groups Topics Include:
No Place for Hate, Let's Give Them Something to Talk About,
Interactive Read Alouds, Writing Toolkits, Using Google Apps and Technology to Support You and Your Students, Responsive Classroom
11/14:
Study Groups Session #1
11/21:
Study Groups Session #2
11/28:
Study Groups Session #3
12/5:
Study Groups Session #4
12/12:
Feedback and Planning next steps
12/19:
School-wide updates/Grade level planning
1/9:
Reflecting on student work
1/23:
School-wide updates/Grade level planning

Topics for the next round of study groups include: Fostering Independence during Writing Workshop, Let's Give Them Something to Talk About, Portfolios and Student Agency, Reading Toolkits, Technology at P.S. 8, and Therapeutic Crisis Intervention for Schools (TCIS).
1/30:
Study Groups Session 1
2/6:
Study Groups Session 2
2/13 Study Groups Session 3
2/27:
Grade Level Planning
3/6:
Study Groups Session 4
3/13:
Looking at ELA Test Rubric and Student Work Samples
3/20:
Looking at Student-Work (Essay Writing)
Part 2 (Grades 3-5)
Looking at Student Work (K How-to's, 1st Grade Realistic Fiction, 2nd Grade Poetry Writing)
3/27:
K-2 Classroom Learning Walk: Focus--Independence
3-5 ELA Testing Preparation
4/3:
School-wide Updates/Grade Level Planning
4/24:
Book Club Presentations/Protocols/Selections

Book club topics include: Making Number Talk Matter by Cathy Humphreys and Ruth Parker, Choice Words by Peter Johnson, Opening Minds: Using Language to Change Lives by Peter Johnston, Lost At School By Ross W. Greene, Black Ants and
Buddhists by Mary Cowhey, Choice Time by Renee Dinnerstein

5/1:
Book Club Meeting #1
5/8:
Book Club Meeting #2
5/15:
Book Club Meeting #3
5/22:
Book Club Meeting #4
6/5:
Book Club Celebrations and Share

2. 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.

Support is given to staff to assist ELLs at they transition from elementary to middle school and middle to high school. The guidance counselor meets with teachers and hold meetings for the parents.

Our school meets the professional development requirements as per CR Part 154.2. 15% of the total hours for all teachers and 50% of the total hours for bilingual education/ENL teachers receive ELL-specific professional development. Teachers have access to PD through the DOE website and Teacher’s College Reading and Writing Project. Additionally, our school has weekly PD after school on Mondays. Teachers keep records of the agendas of the professional development that they attend.

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?

Our school provides annual individual meetings with parents of ELLs to discuss goals of the program, language development, language proficiency assessment results, and language development needs in all content areas. This is done in the spring of each year. The ENL teacher reaches out to the parents and classroom teachers of the students and sets up a meeting that is convenient for all parties involved. Sometimes this takes places during the Tuesday parent-engagement time, but can be scheduled at another time, as well. Letters are sent home to the parents about this meeting, or they are contacted via phone or email. Translation in the parents' home language is provided if needed for the letters that go home informing the parents of these meetings and an interpreter is present at these meetings if needed, as well.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

ELL parent involvement are our school is quite good. Some parents come in to their children’s classrooms to teach about and share things from their culture on a regular basis. Most parents attend all parent-teacher conferences and any additional meetings, including, but not limited to IEP meetings. Interpreters in the parent’s preferred language is provided at these meetings as needed. Parents also attend shows for their children, like drama, music, dance, and art performances and publishing parties given monthly in their children’s classes. The parent coordinator also hosts a services of workshops for parents in the evenings throughout the school year and teachers do, as well, including testing information meetings for parents. The school’s literacy coaches also hold workshops for parents, as well, that include topics such as testing and also reading strategies and support. Translations services in the parents' home languages are made use for parents whose preferred language is a language other than English so that they can be informed of these events and participate.
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<td>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.</td>
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Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Patricia Peterson, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

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<td>Caren Gandelman</td>
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<td>Tracey McNeil</td>
<td>ENL/Bilingual Teacher</td>
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<td>Member</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 13k008  School Name: The Robert Fulton School  Superintendent: Barbara Freeman

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eileen</td>
<td>Carrier</td>
<td>Parent Coordinator</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Tracey</td>
<td>McNeil</td>
<td>ELL Teacher and Program Coordinator</td>
<td>No (Was on Maternity Leave)</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

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

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

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>(3)</td>
<td>0.06%</td>
<td>Arabic (3)</td>
<td>0.06%</td>
</tr>
<tr>
<td>Albanian</td>
<td>(2)</td>
<td>0.04%</td>
<td>Albanian (2)</td>
<td>0.04%</td>
</tr>
<tr>
<td>Bengali</td>
<td>(3)</td>
<td>0.06%</td>
<td>Bengali (3)</td>
<td>0.06%</td>
</tr>
<tr>
<td>Chinese</td>
<td>(5)</td>
<td>1%</td>
<td>Chinese (5)</td>
<td>1%</td>
</tr>
<tr>
<td>Dari</td>
<td>(1)</td>
<td>0.02%</td>
<td>Dari (1)</td>
<td>0.02%</td>
</tr>
<tr>
<td>Dutch</td>
<td>(1)</td>
<td>0.02%</td>
<td>Dutch (1)</td>
<td>0.02%</td>
</tr>
<tr>
<td>French</td>
<td>(3)</td>
<td>0.02%</td>
<td>French (3)</td>
<td>0.04%</td>
</tr>
<tr>
<td>Fulani</td>
<td>(1)</td>
<td>0.06%</td>
<td>German (1)</td>
<td>0.02%</td>
</tr>
<tr>
<td>German</td>
<td>(1)</td>
<td>0.02%</td>
<td>Italian (1)</td>
<td>0.02%</td>
</tr>
<tr>
<td>Italian</td>
<td>(1)</td>
<td>0.02%</td>
<td>Japanese (2)</td>
<td>0.02%</td>
</tr>
<tr>
<td>Japanese</td>
<td>(2)</td>
<td>0.04%</td>
<td>Spanish (1)</td>
<td>0.02%</td>
</tr>
<tr>
<td>Spanish</td>
<td>(1)</td>
<td>0.02%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There are a variety of languages spoken at P.S. 8. These languages include, Persian (Dari), Arabic, Albanian, Hungarian, Bengali, Korean, Chinese, French, Fulani, Italian, Hebrew, Polish, Spanish, Bengali, Russian, German, Japanese, and Dutch. The majority of these families requested written communication and oral communication to be done in English or have at least one family member that understands English well. There are some, however, that requested oral translation in a different Some of the parents preferred communication includes English written communication, but Dari oral interpretation. There is also a family that requested English written communication, but Arabic oral interpretation. There is an Albanian speaking family that requested English written translation and oral interpretation, but depending on which parent attends the meeting an Albanian interpreter may be provided. There is a Hungarian speaking family that requested English written communication and oral communication. There is a Korean speaking family that requested written communication and oral communication both in English. There is a Chinese speaking family that also requested both in English, but a Chinese interpreter is provided, as needed for the father. There is another Chinese family that also requested all communication in English. There are two Polish speaking families, but they too have requested for communication.
to be in English. When necessary, language translation and interpretation services are provided for these families.

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

<table>
<thead>
<tr>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are no preferred languages other than English that represent at least 10 percent of our population.</td>
</tr>
</tbody>
</table>

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Handbooks</td>
<td></td>
<td>Notices are translated through the DOE’s Language Translation and Interpretation Department with at least two weeks notice and time to receive and distribute the document to parents.</td>
</tr>
<tr>
<td>Classroom newsletters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum Night Notices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent-Teacher Conference Letters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>After-school program information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New York State Testing Notices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A general overview of the school curriculum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Leadership Team Notices</td>
<td>September, Monthly, September, November and March</td>
<td>If the LTI Department</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2018-19 CEP 67
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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum night</td>
<td>September</td>
<td>We will use the Big Word Interpreting Service to provide an in-person interpreter to parents for most meetings.</td>
</tr>
<tr>
<td>Parent-Teacher Conferences</td>
<td>September</td>
<td></td>
</tr>
<tr>
<td>Annual IEP meetings for ELL’s with IEP’s</td>
<td>November, March, and May</td>
<td>If for some reason, an interpreter is not available through the Big Word or one is needed immediately, we will make use of the Language Line.</td>
</tr>
<tr>
<td>Teachers also call home and use the Language Line</td>
<td>September</td>
<td></td>
</tr>
<tr>
<td>Meet with parents during the Tuesday parent engagement time or another time after school or during the school day that works for the parents</td>
<td>September</td>
<td></td>
</tr>
<tr>
<td>Parents also attend monthly publishing parties in the student’s classroom,</td>
<td>September</td>
<td></td>
</tr>
<tr>
<td>Various shows throughout the year including dance, drama, and music performances.</td>
<td>September</td>
<td></td>
</tr>
<tr>
<td>There are also some art shows held at the school or at the Guggenheim museum that parents can also attend.</td>
<td>September</td>
<td></td>
</tr>
<tr>
<td>The YMCA after school program has shows and events too throughout the year that the parents are welcome too.</td>
<td>September</td>
<td></td>
</tr>
<tr>
<td>Classroom Trip Notices</td>
<td>September</td>
<td></td>
</tr>
</tbody>
</table>

Parents also come to school to drop off and pick up their students and may talk to the teachers then.

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.
In the event of an emergency, the school will use the Language Line to communicate with limited-English-proficient families.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Our school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance. The LACs will email the regulations to all staff and also speak to staff about this at a school-wide meeting at the beginning of the year.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

The school will fulfill Section VII of Chancellor’s Regulations A-663 regarding parental notification requirements for translation and interpretation services by downloading and disseminating a copy of the Bill of Parent Rights and Responsibilities and Parents’ Guide to Language Access in their language of need as made available by the Office of Translation and Interpretation. The school will also have Welcome Posters in each of the most prominent covered languages, including in English, in those languages which may not be covered by the Office of Translation and Interpretation, indicating the availability of interpretation services. Furthermore, the school’s safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school’s administrative offices solely due to language barriers. A Language ID Guide will be kept at the security desk and main office. All notification documents can be found at the Translation and Interpretation Unit’s intranet site: intranet.nycboe.net/SchoolSupport/translation_and_interpretation_unit.

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

In order to gather feedback from parents on the quality and availability of written translation and oral interpretation services a parent survey will be sent out to the parents and feedback will be taken into account for future services provided.