



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME:** SPRUCE STREET SCHOOL

DBN (02M397):

PRINCIPAL: NANCY HARRIS

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SUPERINTENDENT: MARIANO GUZMAN



### SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Nancy Harris	*Principal or Designee	
Meryl Glicksman	*UFT Chapter Leader or Designee	
Ashley Duncan	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Lauren Kaplan	Member/ Teacher	
Katherine Miller	Member/ Teacher	
Sarah Maiolo	Member/ Teacher	
Chris Growney	Member/ Parent	
Elda Rotor	Member/ Parent	
Charles Collins	Member/ Parent	
Jeanne Madej	Member/ Parent	

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

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

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

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

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

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

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

## **ANNUAL GOAL #1 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

By June, 80% of students will write with grade-level/above-grade-level proficiency as measured by the Common Core Standard aligned writing rubric. All students, including those above grade level standards and those with IEPs, will demonstrate growth in this area by the end of the 2012-2013 school year.

### **Comprehensive needs assessment**

This goal aligns with the citywide Instructional Expectations and the overall shift to the Common Core Standards. Our Learning Environment Survey indicated a need for better alignment of assessments with CCS curriculum and full curriculum development. The assessment data at the end of 2011-2012 school year revealed that writing achievement was the area most in need of improvement across all grade. Using incremental achievement as an additional measure for this goal challenges all students to improve achievement at a realistic pace.

### **Instructional strategies/activities**

- Map out a year long curricula with at least two informational literacy units.
- The same assessment tool will be used throughout the year following both informational writing units.
- Work collaboratively between teachers and consultants to develop CCS aligned assessments that effectively and consistently measure student achievement in writing.
- Utilize AUSSIE consultants to support teachers in developing and assessing writing tasks and providing in-class instructional support to teachers to develop increasingly complex instruction.
- Provide intervention support for struggling students as well as modifications for students with IEPs, ELL's and Tier II intervention (RTI).
- Post for a data specialist who will provide relevant tracking of writing assessment data and will develop easily digestible school and grade-wide reports thereon for review by administration and SLT.

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

- Provide parents with a map of literacy unit at the beginning of the year and assessment timeline.
- Provide parents with workshops around CCS and common language.
- Provide parents actual writing samples with scoring rubrics and teacher comments/guidance for improvement and discuss these at parent-teacher meetings. In addition, add instructional links to our school website.

**Budget and resources alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

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

If other is selected describe here:

**Service and program coordination**

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

- PTA grant funding to be allocated for payment of AUSSIE consultants
- ARRA Citywide Instructional Expectations Funding to be allocated to fund per diem – to free teachers up and support continued planning
- ARRA Data Specialist Funding to support per session for data analysis and teacher development
- Allocation of Aussie/other outside consultant time to assess CCS alignment of SSS writing curriculum and assessments.
- Allocation of curriculum committee time to review curriculum and standards.
- Allocation of extended day configuration for grade-level teacher teams to meet and discuss strands as well as content teams to develop rich tasks.

**ANNUAL GOAL #2 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #2**

By June, 100% of teachers will have engaged in differentiated support and professional growth opportunities.

**Comprehensive needs assessment**

The Citywide Instructional Expectations prompt a deepened understanding of the Common Core Standards and a more frequent, nuanced approach to providing teacher feedback. The teacher survey results indicate a strong need for additional and differentiated professional development in order to achieve this improved achievement level. As our school is growing, we have a range of teacher needs. For the 2012-2013 school year, we have a wide range of experience levels, as well as a new grade level in our school.

**Instructional strategies/activities**

- Teachers to attend differentiated professional development aligned with schoolwide goals, focusing on math for the 2012-2013 school year.
- Explore the development of teacher leadership positions in math, literacy, technology to liaise with teaching staff, consultants and act as in-house resource for other teachers as well as to spear-head CCS alignment in subject areas.
- Formation of teacher/administrator team to evaluate effectiveness and optimal utilization of consultants/coaches as well as current PD framework in order to provide high quality support of the all teachers (new and experienced).
- Hire an assistant principal to unify curriculum across years and spearhead annual review of curriculum.
- Implementation of specific teacher satisfaction surveys twice in school year 2012-2013 (internal and LES) to gauge support effectiveness and tweak programs based on feedback.
- Initiate conversations between teachers and administration on teacher needs. Teachers who attend professional development workshops will turnkey with other teachers.

**Strategies to increase parental involvement**

- Formal communication with parents via a presentation of teacher support framework.
- Provide opportunities for families to learn about the positive impact of professional development, such as consultant/teacher-led workshops.
- Provide parents access to information on the professional development opportunities across our staff, including workshops attended, conferences, onsite PD, etc.
- Create teacher/parent forums to engage both parties in a dialogue about important topics of concern at SSS.

**Budget and resources alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

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

If other is selected describe here:

**Service and program coordination**

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

- PTA grant funding to be allocated for payment of AUSSIE consultants, Metamorphosis Math PD, ASCD conference attendance, and all other professional development offerings
- ARRA Citywide Instructional Expectations Funding to be allocated to fund per diem – to free teachers up and support continued planning
- TL monies and ARRA Citywide Instructional Expectations Funding to be allocated to fund per session – to support continued planning and the launch of our Curriculum Committee

### ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

By June, develop and pilot a student behavior tracking system that supports and minimizes the most disruptive behaviors. This will result in increasingly favorable responses on the Learning Environment Survey and a decreased number of Level 1 and 2 infractions.

#### **Comprehensive needs assessment**

During the 2011-2012 school year, Spruce Street developed a common language around a shared positive culture that led to the '3 Be's'; be kind, be safe, be fair. The school community focused on creating this culture in classrooms, common spaces, and during whole school meetings. The creation of this culture was a step toward a clear behavioral support system.

At this time, we need a system that clearly outlines consequences for when students do not abide by the culture and expectations that our school has set forth. Furthermore, we need to concretize the number of incidents and communicate behavioral incidents with families.

As a growing school, it is now our goal to connect the dots between the strong sense of classroom and whole-school culture, with consistent systems *between* classrooms – including specialty rooms. We have a very low frequency of Level 2-5 infractions. Our largest number of incidents is connected to disruptive behaviors.

Our 2011-2012 Learning Environment Survey results echoed the need to explore this area from both the parent and teacher end.

#### **Instructional strategies/activities**

- Staff will review the new behavioral support system together during a professional development meeting.
- Staff will be informed how to document and communicate incidents to supervisory personnel.
- Devote summer and ongoing PD time to developing coherent language and systems across each classroom.
- Pupil Personnel Team (PPT) meetings will support teachers in creating behavior intervention plans for specific students.
- A cross-grade/subject team of teachers and other pedagogues will use Monday Inquiry Team time to develop and pilot behavioral supports and tracking systems. Their findings will be shared with the entire staff in January.
- The baseline of incidents of student behavior will be used to set a measurable goal to decrease incidents over time. Information about the new behavioral support system and a clear system for tracking incidents will be communicated to staff and parents by the end of the 2012-2013 school year.

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

- Parents will be encouraged to attend one of two Orientation sessions in September, clearly outlining behavioral expectations at Spruce Street, and as per the Chancellor's Code of Discipline (blue book).
- Parents will be notified immediately when their child's behavior warranted a consequence such as classroom removal.
- Parents will be given information about how to support their child's social and emotional growth at home.

**Budget and resources alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

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

**Service and program coordination**

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

- Respective TL funding to support various full-time positions – Assistant Principal, guidance counselor, school psychologist
- PTA funds to support payment of School Health Solutions – a series of anti-bullying, SEL workshop for students, teachers, and families

**ANNUAL GOAL #4 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #4**

By June, foster improved communication between school and families regarding instructional outcomes, Common Core Standards, and ongoing student performance in reading. This will result favorable responses on the Learning Environment Survey.

**Comprehensive needs assessment**

Our SLT-administered parent survey highlighted the need for better communication about curriculum continuity both within and across grades as well as an articulated plan to support the full range of students – particularly advanced students. Parents are seeking increased communication about *what* their child is learning, and *how* their child is doing in school. While our overall parent scores from the Learning Environment Survey were favorable, communication is an area of growth.

**Instructional strategies/activities**

- Conduct ongoing instructional workshops on the classroom and schoolwide level. These include Curriculum Morning in late September, and parent-teacher conferences in November and March. Additionally, we will conduct several literacy workshops, several standardized testing workshops, and curriculum-sharing opportunities.
- Improve school website as a central means of information and increase access by parents and school staff.
- Streamline school-based communication to be from our Parent Coordinator, via weekly email blasts.
- Provide ongoing information to parents regarding upcoming units of study, expected learning outcomes, etc.
- Resend parent survey and compare this year responses to last year.
- Include targeted communication questions on teacher surveys in 2012-2013

**Strategies to increase parental involvement**

- Utilize a portion of each PTA General Meeting to discuss important school issues that invite participation from parents, teachers and administrators in a dialogue.
- Conduct a parent survey including questions aimed at measuring communication satisfaction both with regard to academics/curriculum/student achievement and school culture/important school issues
- Conduct Informational workshops for parents on curriculum units as well as the comprehensive curriculum plan to address student needs across grades.
- Workshops on Common Core State Standards
- Improve resources available to parents regarding curriculum and improve communication about instructional outcomes, specifically reading.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

**Service and program coordination**

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

- TL Parent Coordinator funding
- ARRA Funding to support teacher per session – Curriculum Committee Development

### ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Small-group reading instruction, Wilson/Fundations phonics	Extended Day/small-group	Tuesday, Wednesday, Thursday from 8:05-8:40 p.m.  Embedded into workshop model of instruction
Mathematics	Great Leaps for fact fluency, small-group intensives, redeployment/unit alignment	Small-group	Tuesday, Wednesday, Thursday from 8:05-8:40 p.m.  Embedded into workshop model of instruction
Science	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Play groups, small-group for students in mixed-family situations, intensive one-on-one counseling when needed	Small-group and/or individual when needed	During the school day

### **HIGHLY QUALIFIED TEACHERS (HQT)**

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

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

- Administrative staff attends hiring fairs as needed to identify and recruit highly-qualified teachers.
- Our hiring committee consists of administrators and teachers.
- The data specialist will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and newer teachers.

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

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

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

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

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

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

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

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

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

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

**I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

## **III. Student Responsibilities:**

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

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

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

Cluster Leader/Network Leader <b>Rello-Anselmi/Chu</b>	District <b>02</b>	Borough <b>Manhattan</b>	School Number <b>397</b>
School Name <b>Spruce Street</b>			

### B. Language Allocation Policy Team Composition [i](#)

Principal <b>Nancy Harris</b>	Assistant Principal <b>type here</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>type here</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>Lauren Halpern</b>	Parent
Teacher/Subject Area	Parent Coordinator <b>Julie Lam</b>
Related Service Provider <b>type here</b>	Other <b>Rena Gregory</b>
Network Leader <b>Yuet Chu</b>	Other <b>Maria Dotter</b>

### C. Teacher Qualifications [i](#)

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers	<b>0</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>250</b>	Total Number of ELLs	<b>8</b>	ELLs as share of total student population (%)	<b>3.20%</b>
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## Part II: ELL Identification Process

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

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

1. In our school when come to register and they indicates it is the first time the child is registering in a NYC public schools; the pupil accounting secretary does a search in ATS to ensure the child was not previously registered in the system and does not have an exam history or that the student did not previously attend a NYC public school and a HLIS was not fill out. If the child had attended a school in NYC public school system then the pupil accounting secretary reaches out to the school he/she attended to retrieve his/her records. If the child is truly a new admits; Mr. Parker, conducts an informal interview of the parent and assists the parent in filling out the HILS. If there is a need for a translator, the school provides one. If there is no staff member who may translate, the translation unit is called to assist with translation. Parent is notified of such process at the time of registration.

After the HILS is filled out, Mr. Parker determines if the child needs to be given the LABR as per their HLIS. The LABR is administered, by the classroom teacher, to the student within ten school days from enrollment. Additionally, Spanish LAB is administered for Spanish speaking students. Once the LABR is hand-scored to determine eligibility. The school uses the ATS RLAT report and the RLER to ensure that all students identified as LEP are tested every year until they score proficient on the NYSESLAT. 2&3. Once it's determined that the student is eligible for ELL services, an entitlement letter is sent home. This letter informs the parent that based on the LABR results (score is indicated) their child has been identified as an ELL. They are invited to a Parent Orientation within 10 days of enrollment which is conducted by the ESL coordinator and assistant principal. At the parent orientation, parents are provided with a parent brochure and are given information on the three programs the NYCDOE provides for ELL students. Parents also view a video provided by the NYCDOE which further explain the programs available and their rights as parents of ELLs. Translation is provided as needed. At the end of the orientation, parents are asked to fill out a program selection form indicating their program selection. The initial parent orientation is held at a time which is convenient for the parent, before the orientation is scheduled parents is contacted to check on their availability. A copy of the Program Selection form is kept on file by the ESL teacher for the time the student is in our school, and the original is placed in the student's permanent record file.

4. Placement letters, explaining LAB-R results, amount of ESL services student is entitled torvices is sent home via backpack. Parents/guardians, classroom teachers and the students are notified in writing of the students' ELL pullout schedule. Our ESL teacher maintains these files. Use RLAT (ATS) report to cross check students who continue to be eligible for ESL services, those families receive notification by letter as well. This year letters provided by NYS with NYSESLAT results were sent home at the same time. Translated letters, when appropriate and available accompanied results. If and when needed pedagogues contact families by phone using parent/guardian home language to inform parents of student eligibility. Student is not receiving service a this time. The school actively recruits ESL teachers bu thas not been able to find a teacher at this time.

5. The school only has one student who is an LEP student, parent has selected ESL freestanding program. Parent have chosen to have their child remain at our school as we continue to seek an ESL certified teacher.

6. We have received no requests for alternate program models. When the circumstance should arise, the initial step would be be to assist families by reaching out to our Network (103) and to the placement office for our district (02) to find sites that align with parent choice.

We would also contact the Office of English Language Learners to provide and confirm appropriate schools. The school will continue to keep a running record of the parents' program selection and will use that information to plan for the following school year.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

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

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	3	3	2											8
<b>Total</b>	3	3	2	0	0	0	0	0	0	0	0	0	0	8

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	8	Newcomers (ELLs receiving service 0-3 years)	8	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
Dual Language										0
ESL	8	0	0	0	0	0	0	0	0	8
Total	8	0	0	0	0	0	0	0	0	8

Number of ELLs in a TBE program who are in alternate placement:

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		1												1
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French		1												1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	3	1	2											6
<b>TOTAL</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>8</b>									

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. Our plan focuses on reinforced content area instruction where students receive academic intervention/support in growing as an English Language Learner. In addition, these students are targeted for Academic Intervention in a reading/math pull out program during the school day. All teachers are trained in ESL methodologies to support ELL growth. They also attend the Jumpstart program twice a week. Our focus on Balanced Literacy and Literacy in all content areas, cooperative based project learning via research is a strong emphasis. Students are placed in heterogeneous groups.

2. student does not receive mandated services at this time.

3. Various instructional methods are use to make content comprehensible to enrich language development. A balanced literacy approach is in place that follows Teacher’s College Workshop Model for all ELA instruction. ESL instruction is simply a modified version of the same ELA curriculum, scaffolded for the individual student and their proficiency ability. All lessons provide students with social and academic language development that stimulates student’s own knowledge and experiences connected to the lesson. Contextual support is also important and come through peer interaction, visual aids, maps, charts, graphic organizers, and manipulatives. Teachers also incorporate various components of the SIOP model during instruction. Teachers are aware that for newcomers speaking a new language can cause anxiety which is why the affective filter is low in order for the input to be noticed and understood by the ELLs. Total Physical Response (TPR) is used as well as an emphasis on making input comprehensible.

4. Content areas are addressed by making teachers aware of the necessary modifications for ELLs as well as training teachers to use ESL approaches. Teachers use these strategies to differentiate instruction for ELLs. ELLs are also supported to learn content areas and academic language by providing native language materials whenever possible to use side-by –side in instruction. Literacy materials during balanced literacy is often utilizing content area books and texts.

5. a, b, c, d PS 397 currently has no SIFE, 3-4 years, or long-term ELLs students.

6.&7 School does not have any ELL-SWDs students.

### Courses Taught in Languages Other than English ⓘ

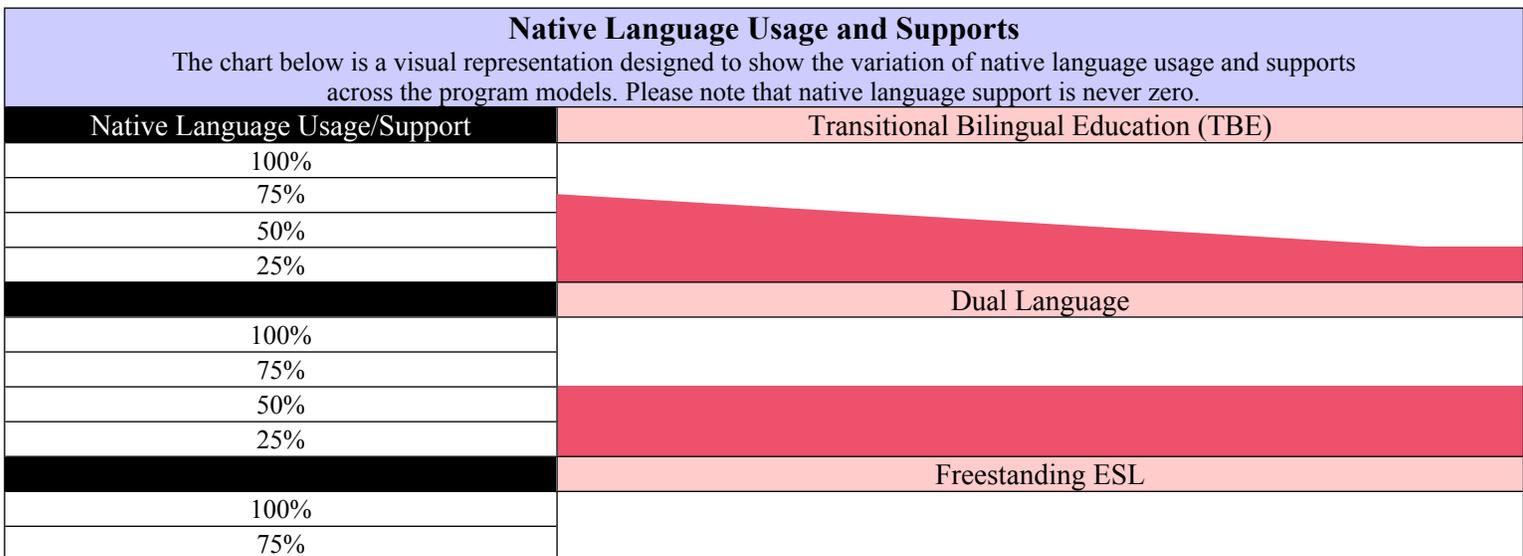
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

### B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. ELLs student is in heterogeneously-grouped classroom and receive push-in and pull-out support. Because teachers and leaders of the school's community understand that students learn differently and at different paces, ESL instructional strategies utilized at PS 397 are flexible and guided by the needs of the language learners. Classroom teachers as well as teachers providing ESL instruction employ the following approaches to support the ELL students' language learning: The Natural Approach, Total Physical Response and Whole Language Instruction.

The components of language – listening, speaking, reading, writing, and thinking – are interconnected when introducing any new material at PS 397. This balanced literacy atmosphere supports students in finding areas of strength and developing confidence.

Because our ELL population is very small, our plans are tailored to their individual needs. Newly admit students are partnered up with another student to help the student navigate the schools and offer peer support in class. ELL students have benefited from push-in support by our SETSS teacher. She also pulls her out to work with her in a small group.

9. We do not have any student who require transitional services.

10. Finding an ESL certified teacher.

11. None

12. Our ELL student have access to all programs offered at our school.

13. All students have access to computers.

14. Alongside the school's curriculum, picture dictionaries, manipulative, Smartboards, Lap tops, visual objects, and listening centers are among the many added sources at hand to aid the student's comprehension, develop vocabulary and incorporate cultural awareness. Our students are supported through technology with educational second language software, and educational sites that support students in reading (i.e. Starfall.com).

15. Yes

16. School provides tours of the school.

17. N/A

### C. Schools with Dual Language Programs

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

N/A

### **D. Professional Development and Support for School Staff**

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. All teachers receive training on the implementation of periodic assessment systems, including TCRWP and spelling inventories. Teachers have common planning time to discuss students' individual needs and progress.

2. N/A

3. Our Network liaison will conduct a 4-day two hours workshop for our teachers. This training will take place in the Spring.

### **E. Parental Involvement**

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

1. Our school has an active Parent Association (PA) and all families are encouraged to participate and attend General Meetings. The school has an open-door policy where families can come in and work with their child's class sharing their personal knowledge and/or experiences that teach about different cultures. The school hosts Family Literacy and Math Nights led by our teachers to inform families of in school practices and strategies to support learning at home. Translation is provided at this meetings when needed.

2. ELL parents are made aware of the workshops available to them through OELL and OFEA.

3. Parents are asked to complete surveys in the beginning of the year, translation is available for families who require it, that asks them to provide information about any needs they may have to support in relation to their child's work at school. The school holds Family Meetings where student's academic and social/emotional learning is discussed. Parents are also encouraged to schedule meetings with their child's classroom teacher whenever they feel they need to. Following the school's Ladder of Communication, further meetings can be scheduled with the Parent Coordinator, Principal and/or support staff where needed.

4. We have found that many parents are interested in gaining a greater understanding of the work that their children are doing in school, where they are successful and where they need support, as well as ways of supporting their children's learning at home. We offer Family Math and Literacy Nights to model how demonstrate the work we do at school and model activities for families at home. As described above we address these concerns in a variety of ways throughout the year.

## **Part V: Assessment Analysis**

### **A. Assessment Breakdown**

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

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

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	0	0										
	I	0	0	0										
	A	0	0	0										
	P	0	2	1										
READING/ WRITING	B	0	0	0										
	I	0	2	0										
	A	0	0	1										
	P	0	0	0										

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

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

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

At this point in the year, we have assessed our Kindergarten students using the TCRWP. We use the following inventories: primary spelling inventory, letter identification, letter-sound identification, and concepts of print. We have found that for this point in the year, about 20% of our students are above grade-level benchmarks; approximately 60% are at a benchmark level that is early emergent, or on grade-level; and approximately 20% are at pre-emergent level, or slightly to far below grade-level.

- Currently, the school has eight LEP student enrolled. LAB-R scores showed three students at beginning level. NYSESLAT scores showed 2 students at intermediate level and 3 at advanced level of proficiency. These students have made significant progress; last year all 5 students scored at a beginning level as per LAB-R.
- The student scored proficient in the listening/speaking modality of the NYSESLAT and intermediate level for reading/writing. The reading and writing is the focus for this student.
- N/A
- N/A
- The success of our intervention are measured by the student academic achievement.

**Additional Information**

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

Paste additional information here

**Part VI: LAP Assurances**

**School Name: Spruce Street**

**School DBN: 02M397**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nancy Harris	Principal		1/1/01
	Assistant Principal		1/1/01
Julie Lam	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
Yuet Chu	Network Leader		1/1/01
Rena Gregory	Other		1/1/01
Maria Dotter	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 02M397      **School Name:** Spruce Street

**Cluster:** 1      **Network:** 103

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

**Part A: Needs Assessment Findings**

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

We conducted and gathered home language surveys from each family upon registration. This provided us with information about languages spoken at home and the best way to communicate with relevant adults.

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

We have many parents who are multi-lingual, but who can readily read/listen/speak/write in English. When sharing information and gathering newsletters/communications from teachers and our main office, this information helps guide our translation decisions.

## Part B: Strategies and Activities

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

Teachers must submit home-based communication to the principal in advance of sending it home. This is also true of any office-based or PTA-based communication. This information will be translated when necessary via in-house resources.

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

When parents/guardians are in need of oral translation services, we plan to have timely, appropriate volunteers available. For example, we have several staff members who are multi-lingual and available for translation on an ongoing basis. If we are in need of additional oral translation services, we will reach out to the DOE's Translation and Interpretation Unit for support.

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

We have completed all home language surveys upon registration, and will identify home language needs of any additional incoming students within several days of admission. We will adhere to all regulations outlined in A-663. We will print and distribute appropriately translated Central communications as needed.