

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

02M397

School Name:

SPRUCE STREET SCHOOL

Principal:

NANCY HARRIS

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 02M397
School Type: _____ Grades Served: PK-5
School Address: 12 Spruce Street, NYC, NY 10038
Phone Number: 212-266-4800 Fax: 212-266-4805
School Contact Person: _____ Email Address: _____
Principal: Nancy Harris
UFT Chapter Leader: Meryl Glicksman
Parents' Association President: Stacey Kurylo and Hilda Bergman
SLT Chairperson: Jeanne Madej and Alison Hannon
Student Representative(s): _____

District Information

District: 2 Superintendent: Bonnie Laboy
Superintendent's Office Address: 333 7th Avenue New York, NY
Superintendent's Email Address: blaboy@schools.nyc.gov
Phone Number: _____ Fax: _____

Cluster and Network Information

Cluster Number: 1 Cluster Leader: Chris Groll
Network Number: 103 Network Leader: Yuet Chu

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 consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- 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.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Nancy Harris	*Principal or Designee	
Meryl Glicksman	*UFT Chapter Leader or Designee	
Hilda Bergman	*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	
Jeanne Madej	Member/Parent	
Chris Growney	Member/Parent	
Alexandra Davis	Member/Parent	
Saida Barker	Member/Parent	
Karen Stonely	Member/Parent	
Joyce Heller	Member/UFT Member	
Trent Kirkpatrick	Member/UFT Member	
Nancy Welch	Member/UFT Member	
Alison Hannon	Member/UFT Member	
	Member/	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

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

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

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. 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 strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

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 Capacity Framework 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 in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
	A. 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.
	B. Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
	C. 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.
	D. 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.
	E. Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and

developing partnerships with families, businesses, and community-based organizations.

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

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- G. Step 1:** 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.
- H. Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- I. Step 3:** 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.
- J. Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- K. Step 5:** 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 strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.

School strengths, accomplishments, and challenges.

The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Our school community is unique in that all adults – from the principal to the office staff to the safety agents to the custodian – know most students by name. Teachers respect one another, work incredibly hard, and collaborate in positive ways. Students are smiling when they enter school each morning, and reflect on their learning in thoughtful, positive ways. As a growing school, we continue to add grades and sections, including a 5th grade and full-day Pre-K. For the 2015-16 school year, we will launch our inaugural middle school classes.

Spruce Street School Vision Statement

The Spruce Street School transforms the youngest members of our local community into active members of our global community. We believe that learning is an engaging and authentic process for students and adults. Spruce Street values curiosity and inquiry in an organic, purposeful way. We believe that the community plays a crucial and inspiring role in the learning of every member of our school. We envision Spruce Street graduates confidently entering the greater community and contributing to our shared future.

Spruce Street School Mission Statement

The mission of Spruce Street is to create cohesive, student-centered learning opportunities across all grades. By actively and authentically studying our surroundings, we will interpret and learn from our pasts, en route to shaping our shared future. Teachers immerse students in engaging, high-level curricula, while simultaneously nurturing them to be empathetic and independent. Our school environment reflects and enhances these beliefs. Students, staff, and families in the Spruce Street community are reflective, inquisitive, and community-minded problem-solvers.

Our curriculum is uniquely designed to be content-rich, with an emphasis on the research process. All students in all classrooms study topics throughout the year. These connect to what we know about child development, scaling out from the individual child, to the community, to the world, both in present day and over time. Current studies include Five Senses, Our School, Families, Modern Day New York City, World Geography, Encounters (Native Americans/Explorers in NYC), and Immigration.

During research studies, students ask questions, research, conduct field work, and share their research findings with an authentic audience. We have many sharing structures between students, including gatherings for children in the same grade, buddy classes, and whole-school celebrations and meetings. We also invite parents into the school in purposeful, authentic ways.

We are a growing school who has made numerous revisions and adjustments based on the growing needs of our staff, students, and families. At this point, we have developed a cohesive approach that honors our instructional vision and the spirit of our community. We pride ourselves on doing a few key things uniformly as a school, but ensuring coherence in all other areas. We devote ample time to PD, especially for teachers new to our school. Teachers and children are treated as individuals who are vibrant parts of this learning community.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework 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

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

Our students performed significantly higher on the state math test than the state ELA test, with 60.4% achieving a Level 3 or 4 in ELA, and 82.1%, in mathematics. There also exists an achievement gap in serving students that require specialized services (as indicated through their IEP), as highlighted in the *School Quality Guide*. These pieces of data underscore the need to raise the ELA performance of ALL students, thus closing the achievement gap. In addition, with the elimination of *Jumpstart* (Extended Time), which our school previously used to provide targeted small group support to at risk students, we need to establish alternative ways to support these students. Furthermore, it is essential that we tap the resources already in existence, such as strong curriculum, a cohesive vision and collaborative staff as cited in the QR. 1.1.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

65% of Spruce Street School students will achieve a level 3 or 4 on the New York State ELA test. This goal will be achieved by developing and interdisciplinary reading curriculum that integrates research (social studies) units that target the skills outlined by the Common Core Standards, uses high quality literature, in depth reading strategies, critical thinking and writing tasks that assess students on their ability to develop and clarify ideas about text meaning and support these ideas with text based evidence.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. 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). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Instructional Practices - Use of close reading instruction the classroom - Embed test expectations within ongoing literacy curriculum - Align research units (social studies)	Teachers All 3 rd -5 th grade students	9/2/14-6/26/15	School leaders (principal and AP) Teacher teams

<ul style="list-style-type: none"> - Tiered vocabulary instruction - Compile a list of exemplar teaching texts that are suitable for each grade level and appropriate for various types of learners 			
Assessment Practices <ul style="list-style-type: none"> - Create vertically aligned end of year benchmarks for ELA - Make use of available writing benchmark pieces for all grades and types of writing. These pieces will be available to parents as a reference on our website. - Use the MOSL, not only as a baseline for growth, but to target early intervention. 	Teachers	9/2/14-6/26/15	School leaders (principal and AP) Teacher teams
Capacity <ul style="list-style-type: none"> - Establish and utilize teacher teams to address each issue. - Engage the expertise of various consultants to address above needs. 	Teachers Consultants	9/2/14-6/26/15	School leaders (principal and AP) Teacher teams

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Use of professional learning time Ongoing PD and planning time, including common prep periods CCS-aligned instructional resources

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
1. By February, students will have engaged in multiple writing pieces representing all three of the writing standards.				
2. Create and administer teacher created reading and writing tasks that will be measured against the MOSL that was taken in September.				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework 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

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

Teacher School Survey responses identified a need for additional support related to student behavior issues as well as communication to parents about such issues. Moreover, parents were advocating for additional social-emotional learning, including specifically enhanced bullying prevention, to build on the school foundation in these areas. To address this, at the end of the 2013-2014 school year, the SLT’s subcommittees presented a conflict resolution and anti-bullying proposal to enhance the school’s culture and ensure that students feel safe and supported by teachers, administrators and peers.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of the 2014-2015 school year 100% of K-5 classrooms will have engaged in developmentally appropriate social-emotional learning (with an emphasis on teambuilding behavior) that is cohesive and deliberately progressive across all grades.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. 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). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust 			
Research and decide on a comprehensive social emotional learning program that is cohesive and progressive across grades	All classrooms K-5	9/2/14- 6/26/15	School counselor School leaders (principal and AP) Teachers
Implement and train all school staff on the program so that consistent language and supports exist throughout the school	All teachers	9/2/14- 6/26/15	School counselor School leaders (principal and AP)

			Teachers
Provide/utilize teacher collaboration time to discuss best practices and problem solve social-emotional learning issues	All teachers	9/2/14-6/26/15	School leaders (principal and AP) Teachers
Workshops to support teachers in addressing specialized student behavior (e.g. NYU Child Study Center)	All teachers	9/2/14-6/26/15	School counselor School leaders (principal and AP) Teachers
Use Spruce Street Meetings (student assemblies) to enhance school culture by emphasizing anti-bullying and team building	All students K-5	9/2/14-6/26/15	School counselor School leaders (principal and AP) Teachers
Provide parent workshops to introduce and discuss the enhanced program at school and supports to encourage consistent home-school application	All parents/guardians	9/2/14-6/26/15	School counselor School leaders (principal and AP) Teachers Parent coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Guidance counselor on staff to interact with students, model for teachers, and engage with families
Social emotional curricular materials
Classroom time devoted to SEL instruction

Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

PTA resources allocated to support a comprehensive program

School staff resources to examine and decide on a comprehensive program

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

7. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
8. Specify a timeframe for mid-point progress monitoring activities.

Pilot comprehensive program in specific grades and classrooms by February

Part 6b. Complete in February 2015.

9.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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10. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework 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

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

The positive results on the state math tests confirm the effectiveness of mathematics focused professional learning, but parent and teacher surveys indicate a need to ensure application of successful techniques across all classrooms.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of classrooms will reflect ongoing professional learning to include a comprehensive approach to math instruction (Exemplars, Number Talks, tabletop, CCS-aligned units)

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 11. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 12. 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). 13. Strategies to increase parent involvement and engagement 14. Activities that address the Capacity Framework element of Trust 			
Workshops and content building for teachers	All teachers	9/2/14-6/26/15	School leaders (principal and AP) Teachers/ teacher leaders PD consultants
Inquiry group (professional learning)	All teachers	9/2/14-6/26/15	School leaders (principal and AP) Teachers/ teacher leaders PD consultants

Demystifying for parents through engagement (via workshops, Spruce Street Academy assistance, <i>Learning Alongside your Child</i> , game nights, and more periodic classroom visit opportunities)	Children, Teachers, Parents	9/2/14- 6/26/15	School counselor School leaders (principal and AP) Teachers Parent coordinator
Teacher sharing math strategies/coaching each other (intervisitations of classes across the same grade and with higher grades)	Teachers	9/2/14- 6/26/15	School leaders (principal and AP) Teachers/ teacher leaders PD consultants
Math coaching: where the objective is to work to support teachers in raising student learning outcomes in a real class setting, modeling techniques, and use of resources, not in an evaluative role	Teachers	9/2/14- 6/26/15	School leaders (principal and AP) Teachers/ teacher leaders PD consultants
Create spaces for teachers to share best practices and best tools.	Teachers	9/2/14- 6/26/15	School leaders (principal and AP) Teachers/ teacher leaders PD consultants

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Build capacity among teachers using consultants and an emerging sharing of best practices within our school. Common preps and dedicated planning time to support these practices.
Webmaster and more technological and web based resources

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

15.	Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.			
16.	Specify a timeframe for mid-point progress monitoring activities.			
February teacher survey where teachers (not parents) evaluate what is closing the gap best in their classrooms – 80% of teachers will provide positive feedback				
Part 6b. Complete in February 2015.				
17.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
18.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			
By mid-school-year: 2/5 extra parental engagement activities 2/4 workshops				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework 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

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

The 2013-2014 School Survey results indicate a need for additional support led by the principal through providing consistent professional learning directly related to the needs in each teacher’s classroom.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, the principal will provide all teachers targeted professional learning opportunities that align to identify instructional and social-emotional needs of their changing classrooms such that 75% of teachers will agree or strongly agree with the School Survey statement that “overall my PD experiences have been sustained and coherently focused rather than short-term and unrelated”.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
19. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 20. 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). 21. Strategies to increase parent involvement and engagement 22. Activities that address the Capacity Framework element of Trust			
Professional Learning Monday afternoon Cycle 1 (Analyzing Running Records to Plan Instruction, Descriptive Review, Work Sampling and Authentic Assessment, Incorporating Test Expectations into a Balanced Literacy Framework, Using Number Talks as a Tool for Whole-Class Math Engagement)	All teachers	9/2/14-6/26/15	School leaders (principal and AP) Teachers/ teacher leaders PD consultants
External resources through workshops and seminars such as that from NYU or the NIH for instructional, social and emotional support.	All teachers	9/2/14-6/26/15	School leaders (principal and AP) Teachers/ teacher leaders

			PD consultants
Special education and diverse learning consultants (AIS, ELL, Special Ed, Gifted)	All teachers	9/2/14-6/26/15	School leaders (principal and AP) Teachers/ teacher leaders PD consultants
PD survey (get baseline information)	All teachers	9/2/14-6/26/15	School leaders (principal and AP) Teachers/ teacher leaders PD committee
Increased time with Math and ELA consultants SLT subcommittees generated recommendations for PD and community feedback and support; list sub committees.	All teachers	9/2/14-6/26/15	School leaders (principal and AP) Teachers/ teacher leaders PD consultants

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
PTA payment of PD consultants
DOE funding for per diem/ per session for PD time

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
23. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
24. Specify a timeframe for mid-point progress monitoring activities.				
February survey re: "sustained and coherent" PL – 65% of teachers will agree or strongly agree with the given statement				
Part 6b. Complete in February 2015.				
25.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No

26. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework 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

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

The changing configuration of Spruce Street School (including full-day preschool, the opening of our middle school and an increase in our IEP population) requires us to rethink how we will ensure the school is welcoming to all families so we can best leverage our rich community resources.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Maintain the current level of family engagement on the school culture portion of LES (91%) and, as the school transforms from its current configuration (adding a middle school, increasing number of students with IEPs, increasing Pre-K), actively plan for maintaining high engagement through streamlined communication.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
27. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 28. 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). 29. Strategies to increase parent involvement and engagement 30. Activities that address the Capacity Framework element of Trust			
Establish SLT subcommittees (communication, inclusive education, middle-school envisioning and new programs) to tackle identified topics requiring deeper study through parent/school collaboration	Administration, Parents, teachers PTA	Ongoing Monthly	SLT Committee
Establishment of Community Coffees to provide a forum for parents & administrators to engage informally & discuss school issues and ideas	Families	Ongoing Monthly	Principal and Parent Coordinator
Work with the PTA to establish a community outreach program to include a new family buddy system	New families	Ongoing target July to recruit and August to match	PTA President and Parent Coordinator

Better utilize technology and the school website to connect parents who, due to other obligations, are unable to be physically present in school	All Families	Ongoing	Parent Coordinator, Webmaster, PTA, Principal
Continue and expand PTA Community Events (Taste of the Seaport, Spirit Projects, Gala, Coat, Book, Soccer, can drives)	PTA	ongoing	
Include a range of family volunteer opportunities in classrooms and across the school including interactive and observational movements. (Family-led tours, class parents, Library assistance, Art display sessions)			
Have Pre-set <i>Learn Alongside your Child</i> parent engagement sessions to allow for family to plan on attending	Principal, Parent Coordinator	ongoing	

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Technology Manager/Webmaster Support for Parent Coordinator
Parent coordinator and other staff members (school leaders, support staff, teachers) to facilitate workshops and other parent engagement opportunities

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
31. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
32. Specify a timeframe for mid-point progress monitoring activities.				
By midyear, the school will have launched buddy families to midyear incoming students, conducted 3 learn alongside sessions, 3 community coffee times, offered expanded volunteer opportunities to families and began targeting email blasts by specific grade ranges.				
Part 6b. Complete in February 2015.				
33.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
34.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

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 at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Analysis of F&P reading levels, letter/sound ID, standards-based writing rubrics, and other assessment data Teacher referral	Small-group reading instruction, Wilson/Foundations phonics, Leveled Literacy Intervention	Small group/individual	During the school day
Mathematics	Analysis of baseline and ongoing assessment data, including ECAM and Exemplar rubrics Teacher referral	Small group instruction for fact fluency, re-teaching, differentiation of tasks	Small group/individual	During the school day
Science	Teacher referral	Differentiated instruction in all classes – Tier I Includes: pre- and re-teaching content, multiple representation of content to meet different learning needs, Guided Reading for strategy lessons, individual student conferences.	Small group	During the school day
Social Studies	Teacher referral	Differentiated instruction in all classes – Tier I Includes: pre- and re-teaching content, multiple representation of content to meet	Small group	During the school day

		different learning needs, Guided Reading for strategy lessons, individual student conferences.		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher referral	Play groups, small-group for students in mixed-family situations, intensive one-on-one counseling when needed	Small group/individual	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	Non-Title I
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

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

3. 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.
4. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

5. **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).
6. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
7. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
8. **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 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.
9. **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.
10. **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:

11. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
12. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

13. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
14. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

L. School Information [i](#)

District 2	Borough Manhattan	School Number 397
School Name Spruce Street School		

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

Principal Nancy Harris	Assistant Principal Hillary Casado
Coach type here	Coach type here
ESL Teacher N/A	Guidance Counselor Sarah Maiolo
Teacher/Subject Area Alexander Long	Parent type here
Teacher/Subject Area Maria Dotter	Parent Coordinator Julie Lam
Related Service Provider type here	Other Rena gregory
Network Leader(Only if working with the LAP team) Yuet Chu	Other Jessica Kulesa

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	363	Total number of ELLs	9	ELLs as share of total student population (%)	2.48%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	9	Newcomers (ELLs receiving service 0-3 years)	9	ELL Students with Disabilities	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 SWD. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	9	0	0	0	0	0	0	0	0	9

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	9	0	0	0	0	0	0	0	9	
Number of ELLs who have an alternate placement paraprofessional: 0										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)					1									1
Intermediate(I)														0
Advanced (A)	3	1	1	1	2									8
Total	3	1	1	1	3	0	9							

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0								0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									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)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
At this point in the year, we have assessed our Kindergarten-4th grade students using Fountas and Pinnell benchmarks. Our ELL's are performing at a range of reading levels, ranging from emergent readers in kindergarten, to grade-level rereaders in 4th grade. For additional information, 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.

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

Currently, the school has nine LEP student enrolled. LAB-R scores showed three students at beginning level.

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

When reviewing NYSESLAT data, our students are generally performing better in the areas of listening and speaking. Students who received low scores in reading typically had strengths in writing, and vice versa. The patterns across the NYSESLAT modalities (reading/writing and listening/speaking) do affect how the ELL teacher plans instruction. Decisions on how she proceeds with ELL instruction depend on the scores of the ELLs. If a certain group of students excel in the reading areas but not in writing, that class will have a much stronger focus on the writing aspect. The same would be true for a group who expressed low reading scores: that group would then work much more on reading and reading comprehension, and reading for fluency. Individual students who are in similar age ranges are grouped with others who show similar test results, with the exception of Kindergarteners and newcomers. Kindergarten is placed in one group, and newcomers are assigned to those groups who are at the beginning-intermediate stages, and never with advanced.

7. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Spanish speakers who are in general education and have moved here within the past couple years have more trouble taking tests in English as opposed to Spanish. General Ed students are typically having an easier time in their native language, if not both, while the students with language processing problems or other special needs are struggling in both areas, regardless of language. Results from NYC performance assessments, NYS ELA and Math test scores as well as supplemental assessment tools help in planning instruction that targets each student's needs. We support our students by providing a bilingual library. We are able to use the internet as a means of translation as well.

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

With the multiple means of data that we are able to collect from tests including the NYSESLAT and the LAB-R and assessments including running records and TCRWP, we are able to identify which English Language Learners need additional language support, and in what areas this is needed. As is aligned with the RTI, teachers are able to determine whether or not students are benefitting from the instructional program within a reasonable time. Teachers are then able to build more effective instructional programs for students who are not benefitting, as they will be able to see what specific areas the child needs additional support with. This will also help the ESL teacher design more effective individualized plans for different students. Another part of the data collection process which we believe will help give a clearer picture is to have the classroom teacher and ESL teacher collaboratively assess the student and compare notes and observations. With the additional information and attention to detail there will be a greater potential for effective instructional techniques to support these academically at-risk ELLs. If the classroom teacher and the ELL teacher agree there is need for further evaluation for a student who is not performing as expected, additional interventions will take place, starting with in-class interventions and then outside support from a specialist, if necessary.

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

We are able to identify how a child's second language development is progressing with the use of the various assessments we employ at school. If a student is a newcomer and has little English, the instructional decisions will be heavily based on vocabulary building as opposed to a more advanced instructional decision, like a lesson teaching grammatical rules and exceptions to the rules. Depending on the level of English the student has, the teacher's lesson will look different. As earlier stated, beginners will have more photos, pictures and manipulatives during their lessons to help engage their memory in different English words for things. However an advanced group will look much different, with a heavier focus on grammar rules and worksheets, reading comprehension and writing skills. English language development is considered in instructional decisions by letting classroom teachers know what each student's developmental stage is. They are given strategies which help them modify their instruction to encourage students' progression. As stated earlier, the use of visual aids, pre-teaching vocabulary and making connections between content areas are some strategies that we implement here.

10. For dual language programs, answer the following:
- k. How are the English-proficient students (EPs) assessed in the second (target) language?
 - l. What is the level of language proficiency in the second (target) language for EPs?
 - m. How are EPs performing on State and City Assessments?

Not Applicable

11. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
- School leadership and teachers are using the results of the NYSESLAT, ELA, and Math Test. We also use Fountas and Pinnell Benchmark, as well as the NYC Performance task to evaluate our programs. They help provide our teachers and staff with detailed information about our students' strengths and weaknesses in English language development. These tests also serve as a resource to help the ELL teacher better plan for the small-group lessons. By seeing where specific strengths and weaknesses fall, we are not only better able to get the students placed, but we can also focus on problem areas and lean less on the areas they excel in. This is not to say a student who scores high on reading will not be able to read, but that writing will simply take up more of his time than reading will. These assessments are very similar to the NYSESLAT and to the ELA. The school is learning a lot of information about ELLs from the Periodic Assessments. As previously stated, we can see where certain students are falling behind, and we can see where others are excelling. These tests give us an idea of what each student is capable of. This helps us all to plan and create different lessons with appropriate amounts of differentiation and scaffolding.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 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 admit; a pedagogue 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, we determine 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.
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.
 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 for the time the student is in our school, and the original is placed in the student's permanent record file.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned,

and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

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 for the time the student is in our school, and the original is placed in the student's permanent record file.

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.

Placement letters, explaining LAB-R results, amount of ESL services student is entitled to receive is sent home via backpack. We 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 at this time. The school actively recruits ESL teachers but has not been able to find a teacher at this time

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

These new students will later take the NYSESLAT in the Spring of 2013 to assess progress in English Language acquisition in the areas of listening speaking, reading and writing. Students will be excused from the NYS ELA exam during their first year and will take all other mandated state tests with ELL modifications may include written translate exams, orally translated tests, glossaries, time and 1/2, and separate location. All new ELL's and ELL students already in our ESL program, are administered the NYSESLAT as per the NYSESLAT Eligibility Roster (RLER) in ATS. ELL's already in the program (for a year) will also take the NYS ELA exams, math, science, etc. along with the NYSESLAT. 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.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

We have received no requests for alternate program models. When the circumstance should arise, the initial step would 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 V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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 three times 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. 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)?

Student does not receive mandated services at this time.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

These new students will later take the NYSESLAT in the Spring of 2013 to assess progress in English Language acquisition in the areas of listening speaking, reading and writing. Students will be excused from the NYS ELA exam during their first year and will take all other mandated state tests with ELL modifications may include written translate exams, orally translated tests, glossaries, time and 1/2, and separate location. All new ELL's and ELL students already in our ESL program, are administered the NYSESLAT as per the NYSESLAT Eligibility Roster (RLER) in ATS. ELL's already in the program (for a year) will also take the NYS ELA exams, math, science, etc. along with the NYSESLAT.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

PS 397 currently has no SIFE, 3-4 years, or long-term ELLs students.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
School does not have any ELL-SWDs students.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

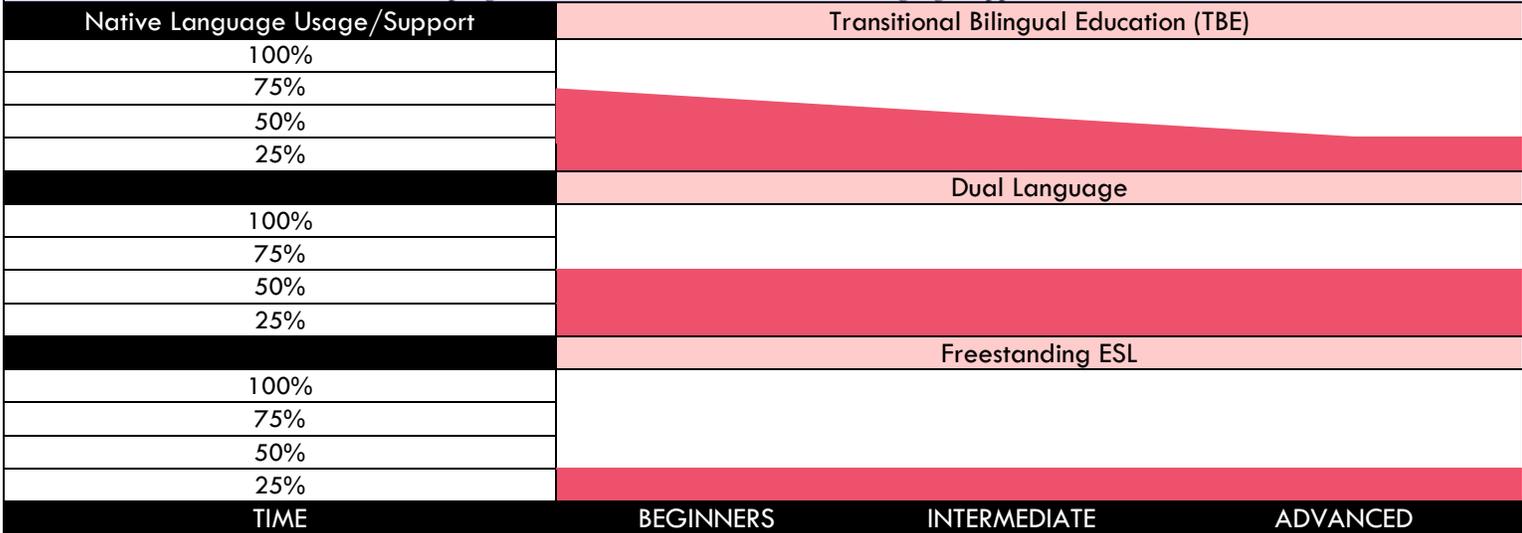
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- 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.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The 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.
11. What new programs or improvements will be considered for the upcoming school year?
- Finding an ESL certified teacher.
12. What programs/services for ELLs will be discontinued and why?
- None
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Our ELL student have access to all programs offered at our school.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- All students have access to computers.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- 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).
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Yes, these materials are available at appropriate age and grade levels, offering ELL's stimulating, challenging and peer learning opportunities. Our ESL classroom and library have books, books on CDs and software in English, Spanish and several Native Languages. Efforts are made to acquire new materials in more languages as need.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- 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.
18. What language electives are offered to ELLs?
- N/A
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

7. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
8. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
9. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
10. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
 1. All teachers receive training on the implementation of periodic assessment systems, including Fountas and Pinnell 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.
 4. All staff will receive the minimum of 7.5 hours of ELL training as per Jose P.

D. Parental Involvement

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

Our school has an active Parent Teacher Association (PTA) 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 Mornings 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 Morning 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.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Spruce Street School

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		1/10/14
Hillary Casado	Assistant Principal		1/10/14
Julie Lam	Parent Coordinator		1/10/14
	ESL Teacher		1/1/01
	Parent		1/1/01
Alexander Long	Teacher/Subject Area		1/10/14
Maria Dotter	Teacher/Subject Area		1/10/14
	Coach		1/1/01
	Coach		1/1/01
Sarah Maiolo	Guidance Counselor		1/10/14
	Network Leader		1/1/01
Jessica Kulesa	Other _____		1/10/14
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

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

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 multilingual, 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

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