



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: SPRUCE STREET SCHOOL
DBN (i.e. 01M001): 02M397
Principal: NANCY HARRIS
Principal Email: NHARRIS2@SCHOOLS.NYC.GOV
Superintendent: MARIANO GUZMAN
Network Leader: YUET CHU

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Nancy Harris	*Principal or Designee	
Meryl Glicksman	*UFT Chapter Leader or Designee	
Ashley Duncan	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Joyce Heller	Member/ UFT Member	
Katherine Miller	Member/ UFT Member	
Jessica Kulesa	Member/ UFT Member	
Jeanne Madej	Member/ Parent	
Chris Growney	Member/ Parent	
Alexandra Davis	Member/ Parent	
Karin Goldmark	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, 80% of all Pre-K-4 students will demonstrate grade-level proficiency in both opinion and informational writing. All students, including those above grade-level standards and those with IEP's, will demonstrate growth in these areas by Spring 2014.

Comprehensive Needs Assessment

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

Tests now demand increased rigor and emphasize informative/opinion writing. On the 3rd grade ELA, students had two extended response questions to answer. Out of a 0-4 scoring range, 50% of our students scored a 2 on the rubric. This identifies informational writing, with an emphasis on text-based answers, as a need in the school. Additionally, this goal builds on our 2012-13 goal and schoolwide instructional focus.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Develop CCLS-aligned curriculum maps that embed multiple opportunities for students to engage with 3 types of writing (informative, narrative, opinion).
2. Establish common assessment practices in writing. We are utilizing a common, standards-based rubric to analyze student work across genres of writing.
3. Create a PD Calendar for the year emphasizes extended blocks of time for grade teams to analyze student writing, as well as receive support from our literacy consultant.

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

1. Use of literacy consultant, as well as school leaders and teacher leaders to facilitate PD sessions dedicated to curriculum planning
2. Use of literacy consultant and school leaders to engage teachers in looking at student writing.
3. School leaders devote sub coverage funding to support scheduling.

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

1. Complete at least three writing units by March, a combination of informational and opinion.
2. Assess student writing from these units and score against common rubrics, establishing a baseline for one standard and a progress metric for the other. Use writing assessment data from informational/opinion writing to inform our planning of the next unit that addresses that standard.
3. Monitor PD opportunities via teacher conversation, turnkey sessions, and feedback forms.

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

1. Create and finalize curriculum maps over the summer; continue refining and planning throughout the year.
2. Launch scoring of writing against a common rubric during Election Day PD; engage students in informational/opinion units by December. All units and scoring, including monitoring of student performance and progress, will be complete by June 26th.
3. PD calendar goes into effect in early September, with tweaks and revisions made as needed.

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

1. Curriculum committee and ongoing common preps/planning periods for teachers. PTA grant funding to be allocated for payment of PD consultants
2. Multiple common planning periods each week – built into school's master schedule and teacher programs.
ARRA Citywide Instructional Expectations Funding to be allocated to fund per diem – to free teachers up and support continued planning

ARRA Data Specialist Funding to support per session for data analysis and teacher development

3. Allocation of extended day configuration for grade-level teacher teams to meet and discuss strands as well as content teams to develop rich tasks.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- "Learning Alongside your Child" – monthly series supporting families, teachers, and students in working together in the classroom.
- Provide parents with a map of literacy unit at the beginning of the year and assessment timeline.
- Provide parents with interim and final writing assessment data via Parent-Teacher Conferences and STARS report cards.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

XX	Tax Levy	Title IA	Title IIA	Title III	Set Aside	X	Grants
----	----------	----------	-----------	-----------	-----------	---	--------

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

PTA Grant

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June, develop a tracking system for Math Practice Standard #3 (MP3 – Construct Viable Arguments and Critique the Reasoning of Others), allowing us to measure student progress across the year and resulting in a deepening of this practice across 100% of teachers.

Comprehensive Needs Assessment

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

Tests now demand increased rigor and emphasize explanation of mathematical thinking. Standardized test data in math revealed a large spread of scores – 38.2% Level 4; 25.5% Level 3; 27.7% Level 2. This reveals that we need to maintain a deep level of instruction to continue to push the children who achieved above-grade-level proficiency. Focusing on mathematical practices allows us to maintain various entry points to support students who have content gaps, especially ones that impede fact fluency.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Design CCLS-aligned curriculum maps that build on existing units and embed supplemental units when needed. All supplemental materials will be planned using a backwards-design model, and will be fully aligned to CCLS. Units include those from Investigations, Georgia, North Carolina, EngageNY, and Contexts for Learning.
2. Use of Exemplars and other culminating tasks at the end of units, which allow students to explain their thinking and provide evidence of growth across mathematical practices.
3. PD Calendar for the year emphasizes extended blocks of time for grade teams to analyze student math work, as well as receive support from our math consultant

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

1. Use of math consultant, as well as school leaders and teacher leaders to facilitate PD sessions dedicated to curriculum planning
2. Use of math consultant, as well as school leaders and teacher leaders to facilitate PD sessions dedicated to curriculum planning and looking at student work.

3. School leaders devote sub coverage funding to support teacher planning and collaboration.

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

1. Create and finalize curriculum maps over the summer; continue refining and planning throughout the year.
2. By March, we will track utilization of a mathematical practices tracking checklist across at least three grade levels. All units and scoring, including monitoring of student performance and progress, will be complete by June 26th.
3. PD calendar goes into effect in early September, with tweaks and revisions made as needed.

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

1. Begin assessment planning as part of June curriculum mapping process.
2. Launch assessment planning/math practice standard tracker sessions in October.
3. Conclude tracking mathematical practice standards in June.

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

1. Curriculum committee and ongoing common preps/planning periods for teachers; PTA grant funding to be allocated for payment of all PD consultants, conferences, and all other professional development offerings
2. Multiple common planning periods each week; ARRA Citywide Instructional Expectations Funding to be allocated to fund per diem – to free teachers up and support continued planning
3. Teacher participation in various math PD initiatives focused on deepening conceptual understanding and mathematical practices. TL monies and ARRA Citywide Instructional Expectations Funding to be allocated to fund per session – to support continued planning and the launch of our Curriculum Committee

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Launch Learning Alongside your Child – monthly series supporting families, teachers, and students in working together in the classroom.
- Provide parents with a map of math units at the beginning of the year and assessment timeline.
- Provide parents with workshops around CCS and common language.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	X	Grants
---	----------	----------	-----------	-----------	-----------	---	--------

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

PTA Grants

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June, 100% of teachers will participate in differentiated math and literacy professional development, resulting in improved student performance and a deeper understanding of the Common Core Standards as measured by teacher-made tasks and rubrics.

Comprehensive Needs Assessment

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

The Citywide Instructional Expectations prompt a deepened understanding of the Common Core Standards. The new teacher evaluation law demands more frequent, nuanced approach to providing teacher feedback. The teacher survey results continue to indicate a strong need for additional and differentiated professional

development in order to achieve this improved achievement level. As our school is growing, we have a range of teacher needs. For the 2013-2014 school year, we have a wide range of experience levels, as well as a new grade level in our school.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Comprehensive PD Plan emphasizes baseline support for all teachers (aligned to schoolwide focus), differentiated support based on needs and interests, and capacity-building opportunities for teacher leaders.
2. Create a pathway for teacher leadership, via the DOE's TLP Program.
3. Teachers who attend professional development workshops will turnkey to other teachers.

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

1. School leaders, UFT Chapter Chair, teachers, and PD Consultants
2. School leaders, teachers, DOE TLP staff
3. Teachers with support of school leaders

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

1. Initial Planning Conferences, teacher satisfaction surveys in school year 2013-14 (internal and LES) to gauge support effectiveness and adjust support based on feedback 1-on-1 PD cycles, and outside workshop series.
2. Participate in TLP Program alongside teacher participants.
3. Teacher participation in various PD activities offered outside of school – network math leaders group, intervisitation, PD organizations.

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

1. PD Calendar, including all goals and revisions, lasts from September-June; interim teacher survey by January; LES completed in March
2. TLP Program lasts from October-May
3. October 2013 – May 2014

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

1. Scheduling - ongoing common preps/planning periods for teachers, release time as needed;
Personnel - SLT Teacher members, including UFT Chapter Chair, facilitate survey implementation;
Funding - PTA grant funding to be allocated for payment of all PD consultants, conferences, and all other professional development offerings; ARRA Citywide Instructional Expectations Funding to be allocated to fund per diem – to free teachers up and support continued planning.
2. TLP Program centrally funded and supplemented with per session (Tax Levy)
3. Teacher participation in various PD initiatives focused on individual and schoolwide goals – fees, per diem coverage, per session funded by Tax Levy and ARRA CIE.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Provide opportunities for families to learn about the positive impact of professional development, such as consultant/teacher-led workshops.
- Provide parents access to information on the professional development opportunities across our staff, including workshops attended, conferences, overview of onsite PD, etc.

- Create teacher/parent forums to engage both parties in a dialogue about important topics of concern at SSS.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
x	Tax Levy		Title IA		Title IIA		Title III		Set Aside	x	Grants
List any additional fund sources your school is using to support the instructional goal below.											
PTA Grants											

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June, restructure our report card system and conducting at least 10 workshops / learning experiences for families, resulting in improved parent communication around curriculum and instructional outcomes. As a result, our LES indicators will reflect continued high levels of parent satisfaction (score of 8.1 or higher).

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
Our SLT-administered parent survey highlighted the need for better communication about academic expectations for all children across all grade levels. Parents are seeking increased communication about <i>what</i> their child is learning, and <i>how</i> their child is doing in school. While our overall parent scores from the Learning Environment Survey continue to be favorable, communication is always an area of growth as our school continues to expand.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none"> 1. Provide ongoing information to parents regarding upcoming units of study, expected learning outcomes, etc. 2. Separate report cards from conferences, providing 4 feedback opportunities. 3. Launch Learning Alongside your Child – a bimonthly opportunity for families to engage in learning activities with their child in their classrooms. 4. Improve school website as a central means of information and increase access by parents and school staff. This includes the launch of grade-level pages to share curricular resources and upcoming academic information
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. School leaders, teachers. 2. School leaders, SLT, teachers 3. School leaders, teachers, Parent Coordinator 4. School leaders, teachers, Parent Coordinator, Secretary
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. Conduct ongoing instructional workshops on the classroom and schoolwide level. These include Curriculum Morning in late September, and parent-teacher conferences in November and March. Additionally, we will conduct several literacy workshops, several standardized testing workshops, and curriculum-sharing opportunities. Send feedback surveys to families after each workshop 2. Hold feedback opportunities after conferences/report cards 3. Send feedback survey to families after each Learning Alongside your Child session 4. Monitor website midyear for revision.

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

1. Instructional workshops take place on an ongoing basis from September-June
2. Distribute STARS report cards midyear (late January/early February)
3. Launch Learning Alongside your Child series in October 2013.
4. Website revision to begin in September, with grade-pages and teacher email to go live in October

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

1. Workshops built into the calendar and Family Handbook; teacher per session funded by TL and ARRA
2. Grade-team meetings and Faculty Conferences used to cohesively approach conferences and STARS report cards
3. Learning Alongside your Child built into classroom schedules; Parent Coordinator funded by TL.
4. Website training via Parent oordinator and outside vendor; vendor fees paid with TL funds.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
---	----------	----------	-----------	-----------	-----------	--------

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

Goal and Action Plan #5

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

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Fortify schoolwide culture and unify behavior supports, interventions and consequences within and across all grade levels. By August, receive increasingly favorable responses on the Learning Environment Survey and a 20% reduction in Level 1 and 2 infractions.

Comprehensive Needs Assessment

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

Beginning in 2011-2012 school year, Spruce Street developed a common language around a shared positive culture that led to the '3 Be's; Be kind, Be safe, Be fair. The school community focused on creating this culture in classrooms, common spaces, and during whole school meetings. The creation of this culture was a step toward a clear behavioral support system. For 2013-14, it is now our goal to connect the dots between the strong sense of classroom and whole-school culture, with consistent

systems *between* classrooms – including specialty rooms. We have a very low frequency of Level 2-5 infractions. Our largest number of incidents is connected to disruptive behaviors. We will also launch/continue our Spruce Street behavior Handbook, which directly aligns to the Chancellor’s Discipline Code, while emphasizing positive behavior supports for students.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Implement and maintain school-wide behavioral support system
2. Design and implement behavior intervention plans as needed for individual students.
3. Develop and pilot behavioral supports and tracking systems.

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

1. Classroom teachers, cluster teachers, and guidance counselor work collaboratively via committees and Inquiry Team
2. School-based support team, special education teachers, and service providers work to support teachers with PPT process
3. TLP Member(s) facilitate Inquiry Teams, including that piloting behavioral supports

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

1. Staff will review the new behavioral support system together during a series of meetings during September’s Inquiry Team time. Feedback sessions with teachers.
2. Weekly special education teacher and provider meetings to reflect on PPT process
3. Inquiry Team check-in sessions built in across the year

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

1. Devote summer and ongoing PD time to developing coherent language and systems across each classroom.
2. Launch PPT at October Faculty Conference
3. Inquiry Teams launch fully in December and last through May

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

1. Respective TL funding to support various full-time positions – Assistant Principal, guidance counselor, school psychologist
2. PTA funds to support payment of School Health Solutions – a series of anti-bullying, SEL workshop for students, teachers, and families
PPT Meetings scheduled around teacher preps on a weekly basis
3. Inquiry Team meetings each Monday, as per UFT SBO vote

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

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

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA		Title IIA		Title III		Set Aside	X	Grants
----------	-----------------	--	-----------------	--	------------------	--	------------------	--	------------------	----------	---------------

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Small-group reading instruction, Wilson/Fundations phonics	Extended Day/small-group	During school day / extended day on Tue, Wed, Thu mornings before school
Mathematics	Small group instruction for fact fluency, re-teaching, differentiation of tasks	Small-group	During school day / extended day on Tue, Wed, Thu mornings before school
Science	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 / individual	During school day
Social Studies	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 / individual	During school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Play groups, small-group for students in mixed-family situations, intensive one-on-one counseling when needed	Small group / individual	During school day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

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

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

I. Spruce Street School - School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the Common Core Learning Standards and NYSED 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;
- 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 programs 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 this 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, curriculum meetings, Learning - Alongside events ;

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;
- 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. Spruce Street School - 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 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., School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Spruce Street School - Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one 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%
--	------------	----------------------	----------	---	--------------

Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														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. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	9	0	0	0	0	0	0	0	0	9
Total	9	0	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	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish					1									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	0	0	0	0	0	0	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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	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
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 Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

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 readers 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.

2. 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.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

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.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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.

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

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.

6. 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.

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

Not Applicable

8. 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 torvices 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 a this time. The school actively recruits ESL teachers but thas 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:				

Courses Taught in Languages Other than English ⓘ

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

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

--	--	--	--	--

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
 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

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