



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME:** SPRING CREEK COMMUNITY SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 19K422

**PRINCIPAL:** CHRISTINA KOZA (IA) **EMAIL:** CKOZA@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** **KAREN WATTS**

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Christina Koza	*Principal or Designee	
Michael Sill	*UFT Chapter Leader or Designee	
Darlene Benson	*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	
Nadia Khan	Member/Teacher	
Bradley Alter	Member/Teacher	
Astrid Rousseau	Member/Teacher	
Mark Jupiter	Member/Parent	
Roxanne Jupiter	Member/Parent	
Venus Japsi	Member/Parent	
Andrea Reid	Member/Parent	

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

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

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

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

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

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

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

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

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

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

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

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

To provide staff with ongoing professional development and support in the development of literacy instruction across curriculum, and align curriculum with CCLS literacy standards for the 6<sup>th</sup> grade.

### **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.

Since this is our first year open, and our initial data sets are limited, we examined the item-analysis and scores on state exams for the incoming sixth graders, as well as initial and ongoing baseline, formative, and summative assessments in all classrooms, particularly in ELA and Literacy courses.

Of our 92 incoming sixth graders, 15 (16%) were assessed as Level 1s on the NYS ELA exam, 53 (58%) entered as Level 2s, and 24 (26%) as Level 3s (no students entered above grade level in literacy). This means that approximately 74% of our students entered Spring Creek Community School below grade level in literacy and the related foundational skills relevant to their success in all content areas. Initial literacy assessments across the curriculum (using a staff-developed interdisciplinary literacy rubric), as well as more comprehensive baseline literacy assessments in the ELA classroom, indicated that a significant majority of our students needed comprehensive remedial instruction in each of the primary CCLS literacy standards, as well as the content strands assessed by the 3-8 NYS ELA exam.

Citywide Instructional Expectations set forth by the NYCDOE identify the instructional integration of, and alignment with, the Common Core Learning Standards as the primary task of school-wide instructional teams for the 2012-2013 school year. Emphasis is placed on the need to align instruction with CCLS literacy standards to support student progress, and ensure that our highest-needs students citywide are met. The SCCS founding teacher team identifies CCLS-aligned units, assessments, and PBATs as instructional and structural needs to fully support student development and progress on the progress benchmarks currently in place (i.e., curricular assessments, NYS ELA and Mathematics exams).

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- a) Prior to the start of the school year, all staff will engage in extensive professional development in UDL, literacy, and collaborate to develop a school-wide literacy rubric. Over the course of the first semester, teachers will utilize this rubric to assess periodic writing assignments in all courses. A minimum of one Wednesday all-staff professional development per trimester will be spent examining student work across content, assessing both student literacy, and utilizing this process to revise the literacy rubric to align with CCLS and develop its precision as an assessment tool. A minimum of weekly visits to teacher classrooms will be made by administration with a lens on literacy instruction and supporting student skill development. The year-long schedule includes two additional literacy periods per week for students, which are used to do targeted pull-outs for designated high-needs students, as well as implement focused literacy curriculum that uses ongoing data to support student growth in content and skills aligned to the CCLS and the state exam.
- b) All pedagogical staff will collaborate to develop, revise, and utilize this rubric in assessing student literacy and developing staff capacity to target literacy instruction with high-needs students. Budgetary resources will be committed to hiring an AUSSIE coach to spend a minimum of one day a week to visiting/pushing in to classrooms, co-planning with and providing resources to all pedagogical staff. Administration will engage in scheduled and consistent observation cycles and engage in professional reflection (informally or formally) on a weekly basis with all staff. Acuity Standardized assessments will be administered periodically in ELA and Math along an interim assessment schedule to generate ongoing data examined in teacher teams during scheduled co-planning time, and used to drive planning and instruction.
- c) Wednesday Professional Developments will provide structured forums for teacher input and feedback on the development of assessments and use of assessments in reflective instruction and planning. Instructional lead staff members will facilitate workshops on literacy, assessment, data inquiry, and the Common Core Learning Standards. Reflective practices will be put in place to allow teachers to reflect and provide administration with feedback on professional development, resources and supports, and ongoing needs assessments (utilizing National School Reform Faculty Reflective Protocols).
- d) The timeline for implementation is the first calendar year of SCCS (2012-2013).

**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). The PIP template is provided on pages 11 through 15 in this CEP.
  - Strategies to include parents in this process are: 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; utilizing our Community Associate to further parent outreach

around student growth and needs; parent-staff conferences to discuss and turnkey strategies to support student literacy at home; regular communication home to parents/families about student growth and progress (i.e., report cards, teacher phone calls home; newsletter updates around curriculum and important workshops/dates, etc.).

**Budget and resources alignment**

• Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

	Tax		Title		Title			
<u> X </u>	Levy	<u> X </u>	Title I	<u>     </u>	IIA	<u>     </u>	III	<u>     </u> Grants <u> X </u> Other

If other is selected describe here: New School Race to the Top Funds (allocated to Educational Development/Literacy Coaching)

**Service and program coordination**

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

Race to the Top Funds are allocated for ongoing teacher professional development, including AUSSIE coaches, literacy instructional resources and technology; Common Core-aligned classroom libraries are purchased with both RTTT and FSF monies. Yearly budget was set aside to hire two full-time English teachers, as well as two Special Education teachers with backgrounds in Social Studies and literacy, to promote literacy 9especially in reading non-fiction and informational texts) across the curriculum.

## ANNUAL GOAL #2 AND ACTION PLAN

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

### **Annual Goal #2**

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

To ensure that all students have access to the most appropriate placement according to their evaluated needs, that SCCS students have access to learn within their least restrictive environment, and develop school-wide instructional environments and culture that promotes inclusion and support of high-needs students.

### **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 founding class of sixth grade students includes approximately 20% special education students, over 50% of whom are designated as needing an ICT setting (or are currently in transition from self-contained to ICT setting). We have 3 full-time D75 inclusion students (in addition to our registered roster), 75% of incoming students are below grade-level in literacy and 59% entered below grade level in math. Three additional students have been evaluated as needing a D75 placement.

The citywide Special Education Reform expectations have placed an emphasis on inclusion, differentiated instruction, and allocation of resources to support a diversity of learners in a heterogeneous classroom. Our Special Education team and Guidance staff identify a high-needs population, including the need for further evaluation, and the importance of involving the parent community in informing our emergent understanding of individual students' experience, needs, and histories.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
  
- a) SCCS has 3 full-time D75 inclusion students (collaborating with co-located D75 school to develop a short and long-term plan for inclusion, to

culminate over the next three years in a partial or full inclusion class at SCCS). Two full-time Special Education teachers are programmed into classrooms, with over 50% of SCCS students in classrooms with two teachers for all major content areas. A School psychologist works with the Special Education team and Guidance Counselor to make ongoing observations, evaluations, and communication to parents about students emergent needs and progress. Staff regularly engages in “kid talk” practices according to established protocols to identify action plans and support interventions, and these strategies are turnkeyed to all staff at regular meetings and through streamlined school-wide communication systems such as GoogleDocs. Guidance schedules Response to Intervention-aligned tiered instruction and counseling services to students in transition to less restrictive environments, as well as non-mandated counseling schedules for students identified as at-risk. Parent outreach for families of high-needs students or students with IEPs is done on a daily basis by all Guidance, Administrative, and pedagogical staff. The SCCS daily class program integrates multiple curricula around socio-emotional, personal skill, and academic support for students identified as high needs. Pull-out classes, small-group instruction, and targeted academic instruction is embedded into a flexible program and provided in addition to IEP-mandated services.

- b) Two full-time Special Education teachers (both dual licensed in Special Education and Social Studies) are programmed with full schedules, including ICT co-teaching, pull-out small instruction, and targeted literacy/tutoring periods. The summer prior to the school opening, a licensed Social Worker worked to develop foundational skill-building Advisory lessons. A full-time Guidance Counselor with 7 years of middle school teaching experience, partially funded by Title I funding, provides professional development to staff around support strategies and intervention approaches, and runs weekly counseling sessions with students in transition to less restrictive environments, as well as counseling sessions (in groups and one-on-one) with students identified by staff intervention sessions in need of additional support above non-mandated services.
- c) Staff engages in inquiry around assessment data and scholarship reports of aggregate groups, including students with IEPs and students entering school below grade level, as well as regular “kid talks” and intervention planning. These sessions are used to generate actionable goals, which are revisited on an ongoing basis by Guidance teams that include pedagogical staff. Official Guidance/staff referral forms and procedures are utilized regularly to identify students with academic/socio-emotional needs on an ongoing basis, to provide ongoing support and identify needs for further evaluation.
- d) The 2012-2013 school year/ongoing.

### **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). The PIP template is provided on pages 11 through 15 in this CEP.

**Our Guidance department, Community Associate, Administrative team, and Special Education coordinator, will engage in weekly outreach to parents of special needs students about options, placement, support, strategies at home. SCCS will prioritize:**

- 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;

**Budget and resources alignment**

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

Tax Levy   
  Title I   
 \_\_\_\_\_ Title IIA   
 \_\_\_\_\_ Title III   
 \_\_\_\_\_ Grants   
 Other

If other is selected describe here: New School Race to the Top Funds

**Service and program coordination**

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

OTPS budget is used to provide Yoga classes (including meditation techniques, relaxation and stress-reduction practices) to all students an hour a week. RTTT and Title I funds are used to partially fund a Guidance Counselor to provide RtI-aligned programs and non-mandated support services to at-risk/high-needs students, and resultant funds were allocated to hiring additional staff, primarily two ELA teachers and two Special Education teachers. Title I monies are also allocated for a school-wide literacy program targeted at struggling readers and supporting literacy instruction in all classrooms.

### ANNUAL GOAL #3 AND ACTION PLAN

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

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

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

Promote community-building and support student development and growth through a comprehensive Advisory program, calendar-based parent workshops, open-school nights, the integration of our parent association into the life of the school, and consistent communication between school staff and parents, guardians, and families.

#### **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.

Scholarship and research indicate that parent involvement in the school community and a student's educative process correlates directly with student success and achievement. Parent involvement assist school-based staff to support student socio-emotional growth, strengthens communication between school and home, integrates a diverse set of mature resources into a child's developmental process, and increases the consistency and structure of support and expectations for student success in all arenas of his/her daily life.

Citywide Expectations for 2012-2013 outline Response to Intervention and Universal Design for Learning as components of successful school programs, and a first-year school is developing expectations, culture, community, and relationships on a daily basis. Students in transition into middle school from 5<sup>th</sup> grade, into a new building and school community, need clear structures and support to develop their socio-emotional skills, habits of mind, and aspects of citizenship that allow them to be successful and independent participants in their own learning. RtI and UDL offer clear structures and strategies for developing programs necessary in a new school community.

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

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- a) Staff engages in frequent communication around both successes and challenges students may be facing, which are documented by teachers in

call logs to track and assess patterns in parent communication. SCCS will hold a Spring Series of parent workshops, facilitated by a Community Associate and the Guidance department, around strategies to support student socio-emotional and academic growth examining student data; a “parent-student study” event in the spring prior to state exams; open school nights and parent engagement events. Skedula, a school-wide information sharing system, provides each parent with their own access codes and access to contact all staff directly regarding student progress and achievement. This program also provides families with full access to student report cards, key assignments, previous standardized assessment data, and other artifacts of learning. A Guidance Counselor, partially funded by RTTT RtI-aligned funding, develops ongoing RtI-aligned curriculum for thrice-weekly Advisories for all students, and Professional developments around the implementation of Universal Design for Learning, student intervention planning, and relationship-building workshops. Two major events, a Winter Potluck and a Summer Send-Off, will be held as a whole school community, including the Parent Association, to begin the integration of families into the life of the school, and to build community and citizenship characteristics.

- b) All pedagogical staff members are programmed Advisors in the SCCS Advisory system, and maintain regular contact and communication with parents over multiple years. The Guidance Counselor and Community associate meet and plan daily around Advisory curriculum, parent outreach, community events, scheduled parent/staff/student conferences. Funding is allocated for Yoga programs, special events and workshops, mailings and outreach, the Skedula system, etc.
- c) Staff regularly participates in Advisory curriculum development and lesson sharing; all-school events are jointly planned by Advisory Councils and the teacher-sponsored Student Government. Regular Guidance-staff and Administration-Staff meetings provide space for reflection and ongoing feedback. Staff leadership capacity is built through opportunities to lead PD, student groups, parent workshops, and spearhead other community initiatives.
- d) 2012-2013 school year/ongoing.

### **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). The PIP template is provided on pages 11 through 15 in this CEP.

- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- 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;

**Budget and resources alignment**

• Indicate your school’s Title I status: School Wide Program (SWP) XTargeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

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

If other is selected describe here: RTTT Funding.

**Service and program coordination**

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

Tax Levy Fair Student Funding and Children’s First Network funds were allocated for over 50 hours of Teacher and Guidance Counselor per session devoted to Advisory curriculum planning and development. The Guidance Counselor is partially funded by Title I Targeted Assistance funds for supplemental counseling and program planning. TL FSF funds were allocated to hiring a Community Associate to focus on student and parent outreach, including planning and facilitating monthly Parent Workshops and events. OTPS funds were allocated to funding programs statistically proven to support socio-emotional and community development (arts programs, Little Flower Yoga), as well as to purchase Skedula, in order to track and communicate about student progress via parent accounts.

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in grades 4-8 who are performing at Level 1 or Level 2 on New York State English Language Arts (ELA), Mathematics, Social Studies, or Science assessments.

GRADE	ELA	MATHEMATICS	SCIENCE	SOCIAL STUDIES	At-Risk Services: Guidance Counselor
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
SIXTH (6)	<ul style="list-style-type: none"> <li>• Level 1: 15/92 (16%)</li> <li>• Level 2: 53/92 (58%)</li> </ul>	<ul style="list-style-type: none"> <li>• Level 1: 12/92 (13%)</li> <li>• 42/92 (46%)</li> </ul>	N/A	N/A	17/92 (18%)

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> <li>• Pull-out sessions with Special Education/Literacy teachers</li> <li>• Literacy Coach pushing in to ELA classes</li> <li>• Comprehension strategies (reciprocal reading, targeted literacy)</li> <li>• Ongoing assessment and item-analysis driven target lessons and tutoring</li> </ul>	Small group, pull out, station learning, one-to-one tutoring, etc.	During regularly scheduled classes, additionally programmed flexible literacy and tutoring periods, lunchtime and pull-out tutoring.

Mathematics	<ul style="list-style-type: none"> <li>• Pull-out sessions with Special Education/Math teachers</li> <li>• Small-group instruction on skill, content and standards-based curriculum</li> <li>• Ongoing assessment and item-analysis driven target lessons and tutoring</li> </ul>	Small group, pull out, station learning, one-to-one tutoring, etc.	During regularly scheduled classes, additionally programmed flexible and tutoring periods, lunchtime and pull-out tutoring sessions.
Science	<ul style="list-style-type: none"> <li>• Project-based and hands-on learning opportunities; differentiated choice-driven projects; multimedia content and resource options</li> </ul>	Small group, pull out, station learning, one-to-one tutoring, etc.	During regularly scheduled classes, additionally programmed flexible and tutoring periods, lunchtime and pull-out tutoring sessions.
Social Studies	<ul style="list-style-type: none"> <li>• Literacy strategies (close reading, comprehension, organization, decoding) for informational texts</li> <li>• Collaboration across Humanities departments turnkeys essential literacy strategies and structures to reinforce literacy across content</li> </ul>	Small group, pull out, station learning, one-to-one tutoring, etc.	During regularly scheduled classes, additionally programmed flexible and tutoring periods, lunchtime and pull-out tutoring sessions.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> <li>• RtI strategies and structures</li> <li>• Counseling services and referrals</li> <li>• Conflict resolution, management and coping strategies</li> <li>• Interactive skill modeling, role-playing, and reflective practices</li> <li>• Weekly all-school Yoga classes (including relaxation and stress-management techniques)</li> </ul>	<ul style="list-style-type: none"> <li>• Pull-out counseling in multiple formats (one-on-one and small-group) for a variety of identified at-risk populations (socio-emotional factors that interfere with the learning process; academic struggles; special education inclusion transition).</li> </ul>	<ul style="list-style-type: none"> <li>• During weekly scheduled counseling sessions</li> <li>• On a referral basis and in consultation with our Special Education/Intervention team</li> </ul>

## HIGHLY QUALIFIED TEACHERS (HQT)

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

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is or becomes highly qualified as defined by NCLB.

SCCS is committed to recruiting and retaining highly qualified teachers. We actively seek out (through recruitment fairs, networking, alternative certification programs, and other avenues of attracting highly qualified personnel) dual-certified teachers (particularly a content license paired with a special education license); we serve a high needs population (approximately 20% students with IEPs, plus three full-time D75 inclusion students). We also seek to recruit teachers with licenses or demonstrated expertise in the arts, athletics, technology, etc., to support our commitment to integrating enrichment opportunities into students' daily schedules.

We are committed to supporting the professional growth and development of teachers into highly qualified practitioners as outlined in the Citywide Instructional Expectations, and implement the following strategies/structures:

- Weekly Wednesday professional developments (a minimum of 1.5 hours in length each week) in the following areas:
  - Danielson's Framework for Effective Teaching
  - RtI and Universal Design for Learning
  - Strategies for supporting skill and socio-emotional development in the classroom
  - Inquiry and the use of data in assessment and instruction
  - Literacy across the curriculum
  - Teacher team meetings and collaborative planning
  - Examining student work
- A minimum of weekly administrative classroom visits and feedback according to Ken Marshall's short informal observation cycle format
- Teachers work with various coaches and consultants (including representatives from our partner Arts organizations, BRIC Arts and Urban Arts, as well as AUSSIE literacy coaches) in and out of the classroom to develop structures, strategies and instructional methods that target specific content/skill standards
- Teachers have access to CCLS- and NYS Exam-Aligned Acuity assessment banks to design assessments tailored to ongoing assessment of student needs, and use data to drive instructional planning and curriculum development
- Teachers have access to professional developments in the area of alternate assessment, socio-emotional support strategies, and instructional strategies for high needs students

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## **PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

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

### ***SCHOOL-PARENT COMPACT***

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

#### **I. School Responsibilities**

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

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

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

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;

- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2012-13**

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

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>Chris Groll/Josh Good</b>	District <b>19</b>	Borough <b>Brooklyn</b>	School Number <b>422</b>
School Name <b>Spring Creek Community School</b>			

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

Principal <b>Christina Koza</b>	Assistant Principal <b>Lisa Mazzarisi</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>type here</b>	Guidance Counselor <b>Stephen Burd</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>Josh Good</b>	Other <b>type here</b>

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

### D. School Demographics

Total number of students in school	93	Total Number of ELLs	0	ELLs as share of total student population (%)	0.00%
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## Part II: ELL Identification Process

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

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

1) The steps followed for the initial identification of those students who were possible ELLs were to look at two ATS jobs: RSFM and RADP. The first report showed that all Spring Creek Community students came from another NYC school. The RADP showed that none of the SCC students had a first-time entrant admit code into the NYC system. In addition, all current students were assessed for LEP status prior to entering SCCS.

To this date, there have been three (3) New Admits since the start of the school year. The parent/guardian of each child was given the Home Language Identification Survey, administered by the Pupil Accounting Secretary, Germania Santana-Baez, who is fluent in English and Spanish. The assessment resulted in all families choosing English as the home language. When the need arises for additional assessment, the Assistant Principal, Lisa Mazzarisi, will administer the LAB-R and NYSESLAT exams. Ms. Mazzarisi holds an Ancillary License in ESL, developed and supervised a Business Institute for Spanish-speaking students, and developed curricula for Technology and Required Art for ELLs in her previous school. Ms. Mazzarisi has also taught Technology classes specifically designed for ELL students.

2) When developing program choices that will include Transitional Bilingual, Dual Language, and Freestanding ESL, SCCS will be conscious of the fundamental role of parents/guardians. The school will utilize Open House and Parent Orientations to disseminate information. DOE translators will be made available for conferences. Handouts and pamphlets will be developed in English and Native Languages for further clarification. This process will take place prior to the admission phase and continue up to the programming stage to ensure correct placement and related services

3) Entitlement letters would be sent out via US Postal Service and at Parent Meetings for incoming students. Telephone calls in English and Native Languages using school staff and School Messenger (where feasible) will be conducted. Follow-up will accompany mailings and phone calls on a daily basis. The return of Parent Surveys and Program Selection forms will be carefully monitored by school staff. As deadlines approach, reminders will be made at Parent Meetings, via US Postal Service, and through live telephone calls and School Messenger (where feasible) in English and Native Languages. Included in the oral and written correspondence will be the notice of placement of ELLs in a Transitional Bilingual Education program if forms are not returned.

4) Once ELL students have been identified, their needs will be matched according to the Programs offered—Transitional Bilingual, Dual Language, or Freestanding ESL. Instruction will draw heavily upon information from assessments, including LAB-R,

NYSESLAT, and anecdotal assessments in the primary literacy standards of listening, speaking, reading, and writing, and these data will drive focused literacy instruction in the areas of greatest need for each student. These data will also be used to strategically organize small-group instruction, group work, occasional pull-outs, scheduled tutoring sessions, and differentiated assignments. Based on incoming student data, hiring will include dual-language speakers and teachers licensed and certified in ESL. To ensure quality instruction, teachers will participate in teacher teams, where co-planning and collaborative differentiation will be a key practice in supporting students. Consultation/Communication with parents/guardians will be ongoing in the form of Parent Meetings and oral and written correspondence. All information will be channeled via the household's native language and in instances, where appropriate, in English as well. SCCS will also provide regular parent classes and seminars, including English language acquisition and adult literacy, on site to encourage family participation in our school community as children transition out of ELL instructional programs.

5) At the present time, SCCS is a founding school with a current ELL population of zero. However, as the school grows, its central value—an inclusive educative experience for each child—will embrace ELLs. SCCS is committed to ensuring that Parent Surveys and Program Selection forms will be carefully distributed, collected, and monitored for trends in program choices. The data will be assessed on an ongoing basis.

6) Currently, SCCS does not have any program models due to the absence of ELLs. However, as the school accepts new students and welcomes ELLs, program models will be aligned with parent requests. The school will build alignment after intensive discussion with parents/guardians so that their children will be properly identified, classified, and serviced. DOE members will document evidence obtained from the discussions and written correspondence. Once parents/guardians have demonstrated an understanding of the services and programs offered as well as the process for placement, it is hoped that the agreed-upon placement will lead to growth, progress, and achievement in the school environment.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

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

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

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

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

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

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

**C. Home Language Breakdown and ELL Programs**

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

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

**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 L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	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
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0

## 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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

1) The Spring Creek Community School currently has no ESL program due to the fact that it is brand new with only the 6 grade. When we receive students who are identified as English Language learners, they will receive services throughout the academic year by one ESL teacher who will utilize both a pushin and pull-out model in heterogeneous classrooms.

2) The ESL teacher will deliver instruction through both a pull-out and a push-in model for eight forty-five minute periods a week to allow for the 360 minutes mandated for newcomers and intermediate level ELLs and 180 minutes for advanced level students. This flexibility in schedule will allow the ESL teacher to work with ELLs in all disciplines.

3) Beginner and Intermediate level ELLs regardless of grade would be programmed for approximately 360 minutes per week of push-in and pullout. Push-in ESL instruction for beginner and intermediate level ELLs is 75% and 25% pullout with 180 minutes of English Language Arts. Advanced ELLs would receive 180 minutes a week of English Language Arts instruction. Students are grouped according to their proficiency level: Beginner and intermediate level students would receive eight periods a week of ESL instruction. Advanced level students receive four periods with an extra 180 minutes a week of ELA instruction as required under CR Part 154. The ESL program at the Spring Creek Community School would consist of 75% push-in and 25% pullout.

## A. Programming and Scheduling Information

4) Assessment and evaluation will occur in both English and Native Language; hiring and staffing will involve depending on the ELL population needs at SCCS. SCCS staff currently represents fluency in over 6 languages (including Spanish, French, Haitian-Creole, Bengali), and additional translation and administration resources can be procured from Central.

5) To differentiate instruction for our ELL subgroups, the instructional plan for SIFE students will consist of an intensive English language development teaching social and academic language. Creating a curriculum for SIFE students based on the common core state standards, concentrating on essential knowledge and skills with the collaboration of the teachers to modify curriculum. Also, providing training in ESL techniques for mainstream teachers, common planning and discussions to present content in ways to enable students to learn the academic material as they work on English proficiency. In addition, we will focus on building a strong academic foundation for newcomers as well as SIFE to use the Rosetta Stone program to increase literacy development and English language acquisition. Also through thematic units, and by using visuals such as charts, graphs, time lines, Venn diagrams and small group activities. Activities should revolve around vocabulary acquisition-explaining, demonstrating, drawing, repeating, rephrasing, reading, writing, and manipulating with words throughout every aspect of instruction. The meaning of words are acquired through multiple opportunities to hear, say, read, and write the words in different meaningful contexts. Teachers will create these contexts in the classroom and allow opportunities for the students to effectively develop their vocabulary. Systematic phonics instruction can be very effective in helping newcomer ELLs, even those at fairly low levels of language proficiency, to learn to decode words. Most SIFE ELLs will need additional time and practice to learn to hear and produce the sounds of English to learn the meanings of the words used in phonics instruction, to learn the multiple combinations of letters that make the same sound, and to learn many more sight words than native English speakers need. Additional time for phonics instruction should be built into reading program for SIFE ELLs. ELLs receiving service 4 to 6 years and special needs ELLs will have the same instructional strategies and scaffolds as other students that are not SIFE, due to their current performance, assessment and data analysis. All English Language Learners are serviced through the ESL program. At-risk students and those are reading below grade levels are pulled out for Academic Intervention Services, AIS. The purpose of this program is to help our students gain more content area vocabulary and comprehension skills. This will help the ESL students succeed in all content area exams, like: ELA, Math, Science, Social Studies and NYSESLAT.

6) Long term ELLs and SWDs will have the same instructional strategies and scaffolds as other students due to their current performance, assessment and data analysis. These strategies not only help students develop English as a second language, they also help them learn words that are not part of everyday English or Tier 3 vocabulary within the least restrictive environment.

7) The first of the six key strategies is vocabulary and language development, through which teachers introduce new concepts by discussing vocabulary words key to that concept. Exploring specific academic terms like algorithm starts a sequence of lessons on larger math concepts and builds the student's background knowledge. The second strategy is guided interactions. With this method, teachers structure lessons so students work together to understand what they read by listening, speaking, reading, and writing collaboratively about the academic concepts in the text. The third strategy is metacognition and authentic assessment. Rather than having students simply memorize information, teachers will model and explicitly teach thinking skills crucial to learning new concepts. Research shows that metacognition is a critical skill for learning a second language and a skill used by highly proficient readers of any language. With authentic assessments, teachers use a variety of activities to check students' understanding, acknowledging that students learning a second language need a variety of ways to demonstrate their understanding of concepts that are not wholly reliant on advanced language skills. The fourth strategy is explicit instruction, direct teaching of concepts, academic language, and reading comprehension strategies needed to complete classroom tasks. The fifth strategy is the use of meaning-based context and universal themes, referring to taking something meaningful from the students' everyday lives and using it as a springboard to interest them in academic concepts. Research shows that when students are interested in something and can connect it to their lives or cultural backgrounds they are more highly motivated and learn at a better rate. The final strategy is the use of modeling, graphic organizers, and visuals. The use of a variety of visual aids, including pictures, diagrams, and charts helps all students and especially ELL students easily recognize essential information and its relationship to supporting ideas. Visuals make both the language and the content more accessible to students.

### Courses Taught in Languages Other than English

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

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

**Class/Content Area**

**Language(s) of Instruction**

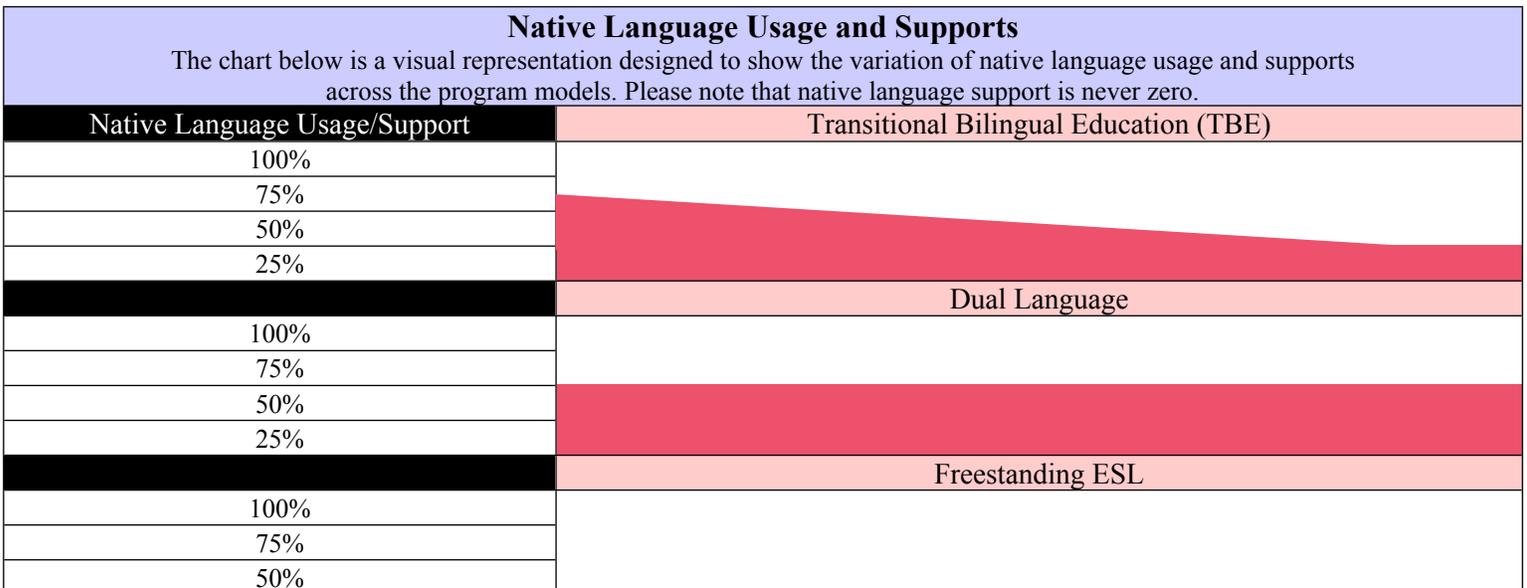
**Class/Content Area**

**Language(s) of Instruction**

Native Language Arts	
Social Studies:	
Math:	
Science:	


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

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



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

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

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

8) Since SCCS does not currently have an ELL population, it does not have the data for a subgroup population. With that said, SCCS will continue to focus on its incoming students, whether they are beginners, intermediate or advanced. They will be closely monitored and any assessments and inquiry and the data derived from such will be used to establish progress.

9) ELLs will continue to receive transitional support even though they have reached proficiency on the NYSESLAT. Differentiated instruction will continue to be reflected in classroom instruction through focused and ongoing inquiry with student achievement and performance data generated through periodic classroom and anecdotal assessments.

10) For the upcoming school year, newly arrived students will participate in our "Newcomer Program" to assist with transition and instructional support for language acquisition. Intermediate and Advanced ELLs will be provided with push-in services from an ESL teacher. Further clarification is offered in Question 12.

11) As SCCS welcomes ELLs, all programs will be carefully monitored and revised as the need arises.

12) For mainstreamed ELL students, all scheduling and support services will be in accordance with CR part 154 to ensure students receive mandated services appropriate to needs and levels. Course scheduling will follow the inclusive model, but prioritize push-in support and flexible services pull-outs, as well as post-class one-on-one support from an ESL teacher in conjunction with the content teacher. Recently arrived Beginners will participate in our "Newcomer Program" to assist with transition support and provide strategies and instructional support for language acquisition. Intermediate and Advanced ELLs will be provided with push-in services from an ESL teacher in direct co-planning and collaboration with a content area teacher. Instruction, assignment, and assessments will be developed with language resources and literacy supports embedded in the larger curriculum. While classes will remain heterogeneous, students will be assessed according to their levels as determined by the LAB-R and/or NYSESLAT exam results; the level of differentiated instruction will be determined, appropriated, and reflected in classroom instruction through focused and ongoing inquiry with student achievement and performance data generated through periodic classroom and anecdotal assessments. After school programs may include tutoring both on-on-one and in group settings depending on need, availability, and support.

13) Instructional strategies and materials that will be utilized in inclusive classrooms that differentiate for and support learners with special language needs include explicit vocabulary instruction, graphic organizers and other structures that utilize visual and spatial intelligences, experience-based reading and writing tasks, alternate texts, as well as dual-language literacy supports. Students will engage in SCCS's core experiential curriculum while teachers guide peer-assisted learning experiences and other community supports for ELLs. ESL teachers will facilitate the development of portfolios for each student that can guide language acquisition as well as examine consecutive learning artifacts to track student growth. SCCS is equipped with a technology lab, and computers, printers, and SmartBoards are located in each classroom. Overhead and multimedia projectors, video cameras, and ELMOs are used to enhance lessons.

14) Native language will be supported because ELL student populations strongly benefit from instructional value placed on maintaining cultural and personal values and experiences. In all models, teachers will be expected to develop tasks and sets of experiences structured around skills and language acquisition and at the same time, and depending on the level of the ELL students, support each experience with the native language infusion to aid the educational process. SCCs will reach out to local multicultural community organizations to establish relationships that that would additionally serve as a school resource.

15) The first course of action is to ensure that ELLs receive the maximum support and resources to enable them to transition to a General Education class. They must be age appropriate and based on the results from assessments, including LAB-R, NYSESLAT, and anecdotal assessments.

16) When ELLs are admitted to SCCS, an orientation for parents and students will take place prior to the beginning of the school year to transition students from elementary school into middle school and to establish a feeling of comfort and safety prior to the first day. School

staff and DOE translators will be on hand to answer any questions. A tour of the building will take place as well. The Program of Study will be presented to parents and students to ensure complete understanding.

17) Currently, no language electives are offered because the ELL population is zero. However, in the future, SCCS will seek to offer Spanish and French/Haitian Creole to its ELL population.

### **C. Schools with Dual Language Programs**

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

N/A

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

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

1) Non-attendance days for students will be labeled professional development days for all teachers of ELLs. Professional development will be ongoing during the school year specifically on a designated Wednesday of each month. Where possible, teachers will attend outside meetings for training and information.

2) In addition to professional development, staff will be supported through online resources, co-planning and collaboration with content area teachers, and teacher team/inquiry meetings.

3) ELL training for all staff, including non-ELL teachers will take place and include instruction and protocols on appropriate evaluation, placement, and provision of services to all students.

### **E. Parental Involvement**

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

1) SCCS has a parent association consisting of four executive members who meet regularly; general parent association meetings have an average attendance of approximately 10-15 parents. The president and vice president coordinated School Picture Day and assisted in the school's daytime student/faculty Winter Potluck Celebration. General parent meetings and parent/teacher conferences yield about 60% attendance, given the number of working parents in the community. Staff communicates regularly with parents to keep them updated and informed. Letters are sent home in English and Spanish. School Messenger relays in English and Spanish

2) In the coming year, SCCS will reach out and partner with various agencies and Community Based Organizations to provide regular parent classes and seminars, including English language acquisition and adult literacy, on site to encourage family participation in our school community.

3) Information is gathered from parent organization meetings and anecdotal records when telephone conversations take place. Teachers keep track of parent letters that voice their concerns. The Community Associate and Professional Guidance Counselor are in constant communication with parents, including regular in-school conferencing and support for parents. Parents' needs are discussed at faculty conferences. Communication will be further enhanced when Skedula is up and running.

4) The school's current parental activities address the needs of the parents. Information gathered indicates that parents fully understand the mission of the school. Parents are eager and happy to receive telephone calls, and any written correspondence is returned in a timely fashion. When necessary, parents are present at meetings that involve one-on-one conversations and evaluations.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

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													

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>A</b>													
	<b>P</b>													

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				

**New York State Regents Exam**

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

**Native Language Tests**

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

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

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

1) An ELL-specific assessment tool is not in place because the school currently has zero (0) ELLs. In the future, the tool selected will allow the faculty to assess the literacy skills of the students in order to obtain the greatest data. SCCS students are currently assessed using

a variety of tools, including Acuity, running records, conferencing, rubric and standards-assessed baselines, formatives, and summatives. The data obtained will then guide the faculty toward creating an instructional plan that meets the needs of the ELL population.

2) When making future assessments, data patterns across proficiency levels and grades will be closely monitored to determine issues and trends.

3) Once the patterns across NYSESLAT modalities have been determined, the data obtained will drive instruction to meet the needs of the weakest areas. Differentiated instruction and co-planning among teachers will target the specific areas.

4) A) Once data is made available, student results will be carefully examined for patterns. This will be done across proficiencies and grade levels. SCCS will also determine how its ELLs are faring in tests taken in English as compared to the tests taken in the students' native language.

B) School leadership and teachers will use the results of ELL Periodic Assessments to support students in order to improve their reading, writing, listening, and speaking skills. Once a baseline has been determined, progress will be carefully tracked. Differentiated instruction and approaches will be used to focus on students' needs and competencies. Collaboration among leadership and teachers will promote further growth.

C) The school will determine the level of progress of its ELLs from the Periodic Assessments. It will also determine the effectiveness of the use of Native Language in its program. From there, teachers will be able to create appropriate lessons, plan differentiation strategies and options, and identify what strategies and approaches to take in the classroom.

5) A) Assessments will be determined once SCCS knows its target population, prior information from assessments, the students' needs and abilities, and the level of growth and progress.

B) The level of language proficiency in the second (target) language will be based on assessments made prior to the students' entrance as well as assessments made by the Dual Language teacher.

C) When SCC students take State and City Assessments, their scores will be carefully monitored. Areas of deficiency will be addressed. Students will be provided with transparent and structured instruction and constant dialogue and mutual feedback.

6) With a new, developing program, its success will be based on the students' ability to grow, progress, and achieve. Once students have been properly assessed and a baseline has been determined, there must be evidence of understanding, English language acquisition, and literacy. Analyses of assessments will provide concrete evidence to validate the success of the school's programs for ELLs.

### 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.

In order to best serve the ELL population at SCCS, Web-based programs, such as Achieve300, will be infused into the curriculum to assist and develop student literacy skills and bridge the transition between Dual Language or Transitional Bilingual Educational programs to more inclusive environments for ELLs.

## Part VI: LAP Assurances

**School Name:** Spring Creek Community School

**School DBN:** 19K422

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Christina Koza	Principal		1/18/13
Lisa Mazzarisi	Assistant Principal		1/18/13

**School Name: Spring Creek Community School**

**School DBN: 19K422**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Parent Coordinator		
	ESL Teacher		
Darlene Benson	Parent		
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Stephen Burd	Guidance Counselor		
Josh Good	Network Leader		
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013**

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

**DBN:** 19K422      **School Name:** Spring Creek Community School

**Cluster:** 4      **Network:** 403

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

**Part A: Needs Assessment Findings**

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

The school will utilize Open House and Parent Orientations to disseminate information. DOE translators will be made available for conferences. Handouts and pamphlets will be developed in English and Native Languages for further clarification. This process will take place prior to the admission phase and continue up to the programming stage to ensure correct placement and related services. Initial reports on the home language of all enrolled students, in addition to students designated as ELLs, will be generated to inform translation needs at the start of each academic year.

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.

School enrollment and register data, including the ATS home language report, indicate that 3 students come from Haitian-Creole-speaking home environments, and 4 students come from Spanish-speaking home environments. In addition, pedagogical and support staff identified all students with exclusively non-English-speaking guardians over the first 30 days of school through outreach, surveys, and student interviews. Information regarding home languages was turnkeyed to staff at initial department meetings in September.

## Part B: Strategies and Activities

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

All major notifications sent home are provided in English and Spanish. Currently SCCS employs full-time staff members who speak the following languages fluently: Bengali, Hindi, Spanish, French, and Haitian-Creole. Calls home are made by staff speaking the home language on a regular basis. Students/Families are provided with any official policy document translated upon request. Directions to request a translator, as well as DOE glossaries, are prominently posted in Spanish and Haitian-Creole in the SCCS main office.

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.

Staff translators for the two home languages identified in ATS are present and available at all major school events and functions.

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>.

Translation service and request signs in Spanish and Haitian-Creole are prominently posted in central SCCS locations. Options and resources for families with no English-speaking guardians were communicated by a fluent staff member at the beginning of the year, and all families have been provided with DOE internet sites and locations of accessible translation resources.