



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE FRESH CREEK SCHOOL
DBN (i.e. 01M001): 19K325
Principal: JACQUELINE DANVERS-COOMBS
Principal Email: JDANVER@SCHOOLS.NYC.GOV
Superintendent: JOYCE STALLINGS-HARTE
Network Leader: PETRINA PALAZZO

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Jacqueline Danvers-Coombs	*Principal or Designee	
Ayesha Rushdan	*UFT Chapter Leader or Designee	
Nicole Harrington	*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	
Carmela Pipia	Member/ Teacher/Chairperson	
Keisha Douglas	Member/ Teacher/Chairperson	
Taneequa Carrington	Member/ Parent	
Evelyn Torres	Member/ Parent	
Kimberly Williams	Member/ Secretary/Parent	
Sherry Parker	Member/ Paraprofessional	
Ebony Wilshire	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

Annual Goal #1

By June 2014, 95% of students will increase reading level by 3 to 4 levels as measured by the Teachers College Reading and Writing Program Benchmark Assessment

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.

Third grade ELA state results 2013, 7.4% of the grade making grade level grade , average student proficiency of 2.09
F&P Benchmark results 2012-2013, 60% of students meeting grade level benchmarks

Instructional Strategies/Activities

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

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

Through the Implementation of the ReadyGen reading program for the academic school day we will improve reading instruction for our students. ReadyGen is a common core aligned reading program. It focuses on close reading and increasing the use of informational text in literacy. There are opportunities for teachers to utilize grouping and differentiation of instruction.

Teacher teams will meet weekly to look at data and student work. Through the inquiry process student needs will be identified as well as instructional approaches needed to meet our students needs.

All **data** is collected in an online tool called School Aid. The students will be assessed every **6 weeks** using Fountas and Pinnell or TCRWP to track progress towards grade level benchmarks. Student in 1st grade will also be assessed using the Foundations reading program. Reading groups will be monitored and changed as students reach benchmark levels. The School aid tool monitors students' progress towards meeting the student benchmarks. The color coded system identifies student below, approaching and meeting grade level standards. This functionality enables teachers a quick way to create groups in reading.

Students performing at the lowest 1/3 of the grade will receive targeted instruction during extended day instruction. Students performing on grade level will receive small group instruction/guided reading during extended day.

Students performing on the bottom 1/3 of the grade will receive AIS during the day.

An after school program will also target our bottom 1/3 to accelerate reading growth utilizing supplemental literacy program, "Junior Great Books".

1.

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

1. Classroom teachers
2. Cluster teachers
3. Paraprofessionals
4. Administration

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

1. Benchmark assessments will take place September, November, January and March using TCRWP. There will also be interim assessments in grade 3rd & 4th that

mirror the state assessment.

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

1. Implementation September 2013 to June 2014

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

1. Foundations
2. Leveled literacy
3. Think-It(Junior Great Books)
4. Rally rehearsal- interim assessments

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).

Parent workshops on CCLS, Close reading and testing given throughout the year starting in September
Parents As Partners Events-Pajama Read-In

Budget and Resource Alignment

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

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

- Title 1 SWP funds utilized for Fountas and Pinnell Leveled Literacy kit
- Title 1 SWP funds utilized for after school programming-personnel
- CASA grant provided by Councilman Barron for after school programming
- Title 1 SWP funds utilized

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, we will implement a comprehensive attendance monitoring and family communication system, resulting in a 4% increase in attendance as measured by the school's Annual Attendance Report.

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.

Last year's attendance was 91.3%, 3% below the desired city level. In reviewing school wide data, students with poor attendance consistently performed at low levels.

Instructional Strategies/Activities

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

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

The school has established a spreadsheet to monitor the daily attendance for each class. On this spreadsheet classes with 100% attendance are monitored and monthly results show the classes trending with the highest attendance rate. Our scholar dollar system rewards students whose class has 100% on a daily basis. Through our school messenger system a recorded message notifies parents of their child's absence or lateness daily. Students with 5 or more absence will have a follow up by the attendance teacher. These follow up session can be a phone conference, letter to home or a home visit.

1.

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

1. Attendance teacher

2. Social worker
3. Secretary
4. Administrators
5. Schoolaides
6. Classroom teachers
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Daily, Weekly and Monthly attendance reports monitored. Bi-weekly meetings with attendance teachers
D. Timeline for implementation and completion including start and end dates
1. September 2013-June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Scholar dollar program
2. School store
3. Student of the month
4. Perfect attendance Awards
5. School messenger
6. ATS reports

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).
1. The school messenger will contact parents via, phone calls, text message and/or email with messages about student attendance and lateness.
2. Parents will have a face to face conference with parents to discuss excessive lateness and absence.
3. Parents will be notified by classroom teachers via phone conference progress reports, report cards and email with records of attendance and lateness

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
x	Tax Levy	x	Title IA		Title IIA		Title III		Set Aside	x	Grants
List any additional fund sources your school is using to support the instructional goal below.											
<ul style="list-style-type: none"> • Title 1 SWP funds utilized for Fountas and Pinnell Leveled Literacy kit • Title 1 SWP funds utilized for after school programming-personnel • CASA grant provided by Councilman Barron for after school programming • Title 1 SWP funds utilized 											

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, 100% of students will have academic learning goals based on individual data as measured by work products, classroom observations and students' individual data binders.

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 implementation of ADVANCE through the Danielson framework necessitates a comprehension system of tracking student achievement and observing teacher practice. An integral part of this work is knowing what our students know and setting goals that are standards based while assessing for mastery and providing feedback through the process.

Instructional Strategies/Activities

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

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

1. Parents are provided with a copy of their child’s goal setting plan during parent teacher conferences. Parent will be given progress reports that show students progress between conferences: October 31, January 31, and April
2. The administration will conduct conversations with the teaching staff to monitor their development of student goals and utilizing them during and after instruction to make instructional decision.
3. Principal and assistant principal collect data binders periodically to monitor student progress and utilization. Collecting, recording, analyzing and documenting independent reading levels every six weeks for each student, class and grade will be formalized through the utilization of the school aid tool. All school data is input on a monthly basis and is monitored by the administration.
4. Teachers will utilize the information obtained during conferring and monthly assessments to develop targeted interventions.
5. Professional development in data analysis will be on-going throughout the year.

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

1. Administrative team
2. Professional development calendar/PD days-Calendar changes
3. Data team-Classroom teacher

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

1. Feedback conversations
2. Beginning of the year, Mid-year and End of year conversations

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

1. October 2013-June 2014

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

1. Progress reports 10/31, 1/31, 4/30
2. Teacher observations and feedback sessions 10/2013, 1/2014 and 4/2014
3. Collection and review of student data binders 10/2013, 1/2014 and 4/2014
4. Professional development data days 11/2013,2/2014 and 5/2014

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).

Not applicable

Budget and Resource Alignment

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

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

- **Tax Levy Fair Student Funding** funds will be utilized for data team committee positions: lead teachers, school secretary, Assistant Principal and Principal
- **School Aid** data collection program funded through donation from **JT Kearney/Pencil Partnership**

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2014, all students will experience CCLS-aligned literacy and mathematics curriculum in units of study as measured at student work products.

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.

- Implementation of phase three in the citywide instructional expectations

Instructional Strategies/Activities

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

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

We have switched from **Superkids** Reading program and envision Math to the core curriculum approved programs **ReadyGen** and **Go Math** to ensure alignment to the CCLS. Staff members have attended the city run professional development, this summer, as curriculum leads and will turnkey information to their grade level colleagues.

All student work products will be analyzed by teacher teams and used to plan/refine units of study.

A SBO was voted on to allow teacher team meeting on Monday mornings. Each week these teams will discuss student work utilizing student work protocols.

Student work data will be collected on a data template after each unit implementation and analyzed by individual and teams of teachers.

Individual and teams of teachers will use data template to track student progress and revise/refine curriculum.

Teacher teams will select performance tasks at the end of the unit to include in "Scholar" data binders.

- **Tax Levy Instructional Support funds** will be utilized to fund teacher training on ReadyGen and GoMath

1.

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

1. Instructional Leads
2. Classroom teachers
3. Administrators
- 4.

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

1. Teacher team protocols examining student work will be completed and submitted to the principal on a weekly basis
2. Teachers will attend the core curriculum training 4 times a year and turnkey information to colleagues during teacher team sessions
3. Teachers and Administrators will review teacher team protocol during monthly grade conferences
4. During the 3 professional development days we will review teacher team protocols and discuss units of studies and the impact of data on

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

1. Teacher team student work protocols-Implementation October 2013-June 2014
2. Core curriculum training-July/August 2013-March 2014
3. Grade conferences-December 2013-June 2014
4. Professional development days 11/2013- 5/2014

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

1. Extended programming-teacher team Mondays
2. Core curriculum training-Per dieum funds will be utilized for teacher coverage
3. Grade conference-Common grade planning schedules
4. Professional development days-Calendar change application

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).

Not applicable

Budget and Resource Alignment

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

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

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

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.

Instructional Strategies/Activities

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

- A. Strategies/activities that encompass the needs of identified subgroups**
- 1.
- B. Key personnel and other resources used to implement each strategy/activity**
- 1.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- D. Timeline for implementation and completion including start and end dates**
- 1.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1.

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).

Budget and Resource Alignment

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

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Foundations Leveled Literacy Rally Skills Ready NY	Small group Whole class	Extended day After school
Mathematics	Ready NY	Whole class	After school
Science	Repeated reading	Small group	During the school day
Social Studies	Repeated reading	Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling	Small group One to one	During the school day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Implementation of the structured professional development with a focus on managing disruptive behavior and Cooperative learning structures was key to our PD calendar/planning.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
The professional development at the Fresh Creek school includes participation in the core curriculum PD for ReadyGen and GoMath as well as network PD in the Principal plus one series and instructional lead series, The professional development series address the staff's development in aligning our present curriculum to CCLS and effective practice with Danielson.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The use of funds and programs at the federal, state and local level are discussed and finalized at SLT meetings. The school budget and programming decisions are presented to the team and consensus is used to determine use.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
The parent coordinator has outreached to community centers, daycare centers and Head Start programs to initiate contact between them and The Fresh Creek School. Weekly parent workshops and building walkthroughs are planned for December and January to assist parents in the online registration process as well as acquainting families to the programs, academic and social, at the Fresh Creek School

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
3 professional development days are devoted to data analysis and the use of assessment in the classroom. These PD days correspond to our interim assessment schedule. This enables an analysis of the data on a timely basis, where curricular choices can be made.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

District 19	Borough Brooklyn	School Number 325
School Name Fresh Creek school		

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

Principal Jacqueline Danvers-Coombs	Assistant Principal Mary Briceus
Coach type here	Coach type here
ESL Teacher Amanda Hamerman	Guidance Counselor Judith Hickman
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Frankie Dillard
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	197	Total number of ELLs	5	ELLs as share of total student population (%)	2.54%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	5	Newcomers (ELLs receiving service 0-3 years)	5	ELL Students with Disabilities	0
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	0

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL			6							0
Total	0	0	6	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0

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

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									0

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
The school uses TCRWP as a literacy assessment. We have noticed that the ELL subgroup underperformed in results. They did not quite make the reading benchmark per grade. Our students that do not make benchmark are selected as spotlight students. This enables teachers to work with students in small group during extended day instruction in the morning. depending on the grade level students receive Foundations, leveled literacy or Great books during their extended time instruction.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The trend reveals students performing at a higher level in listening and speaking than in reading.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
Due to these results our focus is on providing strong literacy instruction that focuses on decoding and reading comprehension. Foundations meets the needs of students that need stronger print strategies and leveled literacy addresses both print strategies and comprehension strategies. The spring 2013 NYSESLAT results are not available on the RNMR at this time for combined modalities.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. Students do not take test in native language because we have ESL programming.
 - b. N/A; Students do not wish to take the math and science assessments in their native language. We do not administer the ELL periodic assessment .
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Data is used to determine student need for AIS and placement in small group during extended day
6. How do you make sure that a child's second language development is considered in instructional decisions?
Resources are provided to support second language development like a spanish library in the ESL classroom. As well as dictionaries and resources for student use during instructional time.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
In our analysis of school data ELL data is examined in reading , mathematics and science to track student progress and performance in relation to peer group.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal

initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

The intake process at the school was conducted with cluster teachers and the assistant principal. The principal would conduct the LAB-R to the incoming students. Our ESL teacher assisted with the initial assessment of students. An orientation was conducted with new entrants by the administration. The principal was assisted by an in-house staff member as a translator during the process. Entitlement letters were distributed and collected within the week. All parents are asked to submit their response for request for service. During registration the Assistant principal and ESL teacher administers the HLIS. She is proficient in creole and spanish.

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.
During the intake process families are identifies that will need ELL services .After the initial intake in which translation is provided by the ESL teacher or AP, The principal/AP reviews the selection process with parents after observing a video tape produced by NYCDOE. Thi s can take place the same day or an appointment is made at the parent convenience for the next 5 days.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
The ESL teacher distibutes the entitlement letters to parent and forwards a copy to the administartors. A file is kept in the administrative office, room 113.
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.
Parent havea meeting with an administartor to discuss their options. They are informed as to what is presently offered at then school. The ESL teacher will assist in the consultation with parents. If needed in creole the Assistant principal will consulkt with parents as well. Placement letters are given to parents by the ESL teacher. A record is maintained in the main office with the pupil secretary. Each year entitlement letters are maintained on file. The pupil secretary updates the ELPC screen on ATS withnin 10 days. If parents speak another language than spanish or creole the office of translation will be contacted to do interpretation at the school.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
 - 1.The ESL teacher will schedule the testing periods in consultation with administration.
 2. The administration will order testing material
 3. ELL report will be updated and checked for accuracy on ATS
 4. ESL will schedule administration of the 4 sections that correspond with the testing calendar deadlines
 5. 2 classroom teachers are scheduled to grade the assessment.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
100% of our parents select ESL

Part V: ELL Programming

A. Programming and Scheduling Information

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

Our ESI teacher pulls out students for small group instruction, each period is 50 minutes
Grouping is homogeneous

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)?

ESL students receive 60 minute periods-beginners/intermediate get 6 periods of instruction and 3 periods for advanced

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

student are given units of study that cover social studies, science and mathematics. The ESL teacher plans with the classroom teachers using the scope and sequence for the grades and creates units that integrate social studies, science and mathematics.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
All spanish speaking ELLs received the spanish LAB when admitted to the NYC school system
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Teacher assesses students throughout the year using listening, reading, writing and speaking assessments on a weekly basis. In the class during lessons, as well as at the end of a unit with writing assignments and Oral presentations.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Instructional plan for newcomers should include assigning buddy students, working on students acquiring english. Student should have many opportunities to draw their responses. labeling should occur in english and native language. Include them in activities where we encourage watching and listening. Incorporate in many routines and becoming a part of the school community.

Instructional plans for SIFE: build a supportive environment that also addresses socio-emtional as well as academic needs of theses students, teach the foundational skills and do not assume age determines the curriculum(needs assessment):provide sheltered instruction whereSheltered instruction is English-language instruction that is modified so that subject matter is more comprehensible to students with limited vocabularies. Sheltered instruction strategies may include the increased use of visuals, collaborative learning activities, and demonstrations.

Instructional plans for long term ELLs language and literacy instruction; integration of language, literacy, and content instruction ; cooperative learning; professional development; parent and family support teams; tutoring; and monitoring implementation and

outcomes.

Instructional plans for former ELLs would include testing modification. rTi Tier 2, small group focus during extended day. We also incorporate AIS and SETSS services if needed. Resources to be included in class rooms would be native language dictionaries and trade books in the library, as well as translated texts in the classroom for additional support and home school connections where parents would have access to the curriculum.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

We utilize the cornerstone program as well as Units of study in NYC . When students with IEP's receive ESL we provide it through flexible programming. All staff members that service our students meet in the beginning of the year to review IEPs and create schedules that will meet all students needs.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Data is analyzed during teacher team meetings where specific student work is discussed with colleagues. Students with IEPs are scheduled along side students without IEPs. The differentiation that is needed for the students is provided in the lesson planning. Our objective is to provide the least restrictive environment for every student.

Courses Taught in Languages Other than English

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

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

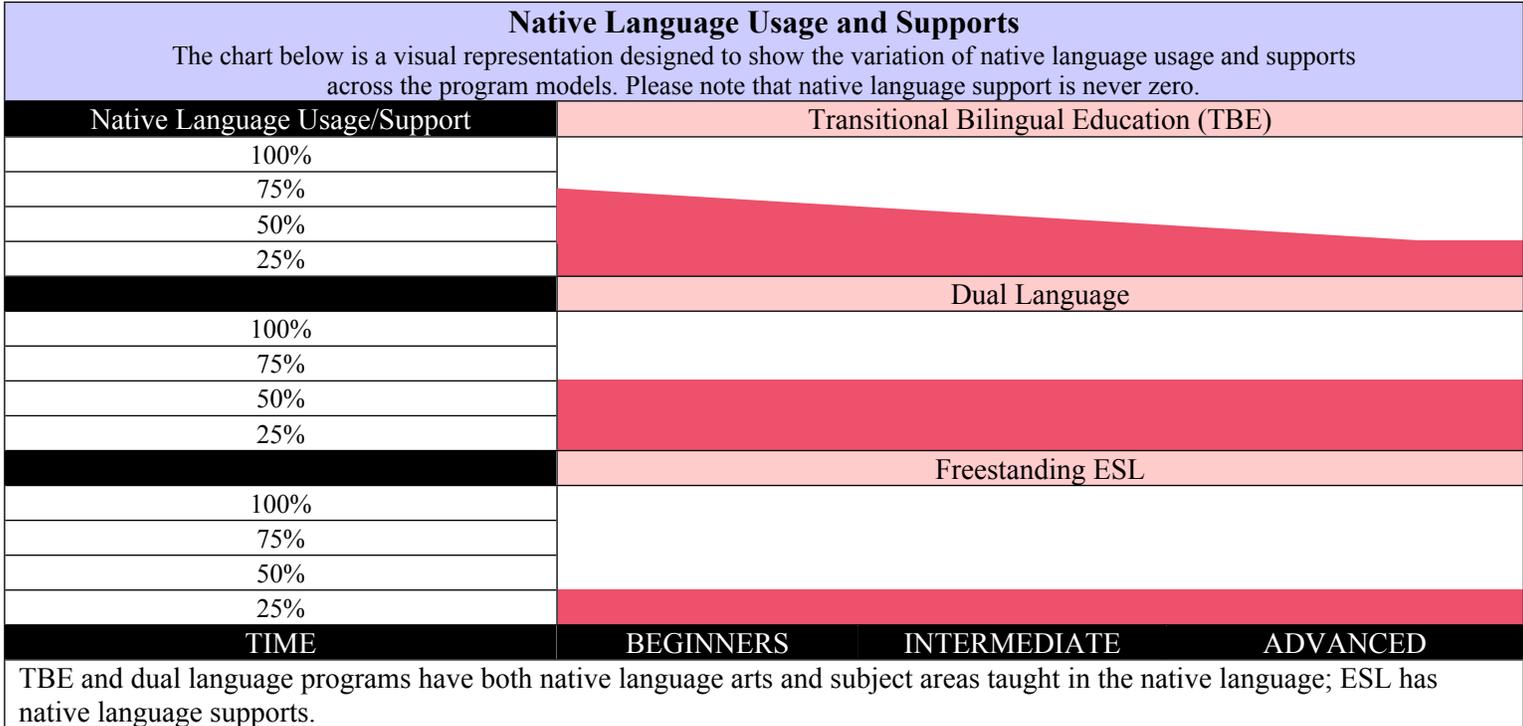
Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

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

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

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

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



B. Programming and Scheduling Information--Continued

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

Fundations will provide support for ELLs in breaking the code in reading acquisition. Our ELLs performed lower than their cohort in ELA. Additional literacy supports are grade specific: 1st grade will use Leveled literacy for print and comprehension strategy instruction 2nd grade will use Think-It for reading comprehension.

GoMath also offers strategies in small group and Ell support during whole group.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

N/A - we are using a new ELA program. Last year our ELL students performed on a lower level than the general education students in ELA. They performed lower on mathematics as well. That is one of the reasons we opted to use a new literacy and mathematics program.

11. What new programs or improvements will be considered for the upcoming school year?

ReadyGen and GoMath are being used for literacy. The GoMath program offers scaffolding and small group instruction with vocabulary development to support out ELLs. ReadyGen also has a component that focuses on academic vocabulary and more supports for ELLs.

12. What programs/services for ELLs will be discontinued and why?

N/A

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

We make no distinction between our ELLs and the non-ELL population. To ensure this all program information is translated for parent to be informed whether it is the schoolwide calendar or letters and applications to events and programs. After-school programming- CASA Cultural Arts programming offered to all 3rd and 4th grade students

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Dictionaries- spanish/creole
computers-multilingual
smartboards
listening centers
word walls
labeling-spanish, creole
cornerstone textbook

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Reference material-spanish dictionary, labeling, library books, textbooks

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

All resources provided are age appropriately. Cornerstone program order for K through 4th grade to provide age appropriate resources.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Parent workshop
Orientation meeting

18. What language electives are offered to ELLs?

None

19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

Network 606 provides professional development for ELL support. Our ESL teacher attends workshops that provide support in aligning curriculum to the CCLS. In our June planning the ESL teacher will plan with teacher to provide vertical alignment for ELLs transition through the grades to middle school. This curriculum planning will ensure our ELLs receive the support they need. At the school level we provide weekly PD on cooperative learning structures and managing disruptive behavior, these weekly PD as well as Chancellor's days will incorporate ELL training into the PD calendar for the year.

D. Parental Involvement

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

Parents are an integral part of our school community. We have partnered with NYJTL to provide workshops and trainings to our parents. We will be offering parent ESL classes in the 2014-2015 school year. We also distribute a parent survey in December during our PTA meeting to solicit parent needs and interests for parent events and workshops. Translation services are provided during SLT, PTA, parent workshops and other events

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: The Fresh Creek School

School DBN: 19K325

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jacqueline Danvers-Coombs	Principal		11/1/13
Mary Briceus	Assistant Principal		11/1/13
Frankie Dillard	Parent Coordinator		11/1/13
Amanda Hamerman	ESL Teacher		11/1/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Judith Hickman	Guidance Counselor		11/1/13
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 19k325 School Name: The Fresh Creek School

Cluster: 06 Network: 606

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

Part A: Needs Assessment Findings

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

The new parents are given a survey to select their preferred choice of language in writing and orally. This information is recorded on the permanent record for each student. The school utilizes software that translates the documents into Spanish for our parents that need a translated form. We also have 6 employees that serve for translation during parent meetings and workshops. Due to the low ELL population we are able to meet all translation needs on an individual or small group.

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.

The school translates using software. We also use interpretation throughout the day as needed by 6 staff members. 4 staff members translate in Spanish and 2 translate in Creole.

Part B: Strategies and Activities

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

The school secretary utilizes the software to provide documents to the families. All translation is provided in house.

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.

A school aide and paraprofessional are provided with per session to perform translation services during PTA and parent workshops.

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>.

During registration families language assistance needs are determined. Teachers are notified of these needs. The staff in the administrative office keeps a record of families who need assistance and provide for families as they attend events in the school. Students are never utilized to do interpretation for their parents. 4 of the staff members that provide support are out of the classroom and therefore easily accessible to provide these services.