

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: **SPRING CREEK COMMUNITY SCHOOL**

DBN (i.e. 01M001): **19K422**

Principal: **CHRISTINA KOZA**

Principal Email: **CKOZA@SCHOOLS.NYC.GOV**

Superintendent: **DONALD CONYERS**

Network Leader: **NATHAN DUDLEY**

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Christina Koza	*Principal or Designee	
Bradley Alter	*UFT Chapter Leader or Designee	
Alicia Stone	*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/ UFT	
Astrid Rousseau	Member/ UFT	
Venus Japsi	Member/ Parent	
Tyrone Jackson	Member/ Parent	
Venus Japsi	Member/ Parent	
Darlene Benson	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 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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

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

Goal and Action Plan #1

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

Annual Goal #1

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

Building upon our 2013-14 CEP goal around data inquiry practices, our goal is to continue our work with data collection, sharing, and attendant goal-setting, by establishing and training all staff in sustainable school-wide routines and practices around the use of normed, standards/skill-based assessments and rubrics to collect data to drive instruction and provide targeted and actionable feedback to 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.

This goal is aligned with one of the feedback points from our 2013-2014 Alternative Quality Review report, "Continue to hone assessment practices, particularly the use and refinement of common rubrics, so that teachers are able to consistently adjust instruction and ensure that students are aware of next learning steps and progressing toward mastery of learning objectives." (QR Rubric 2.2) It is also aligned with Danielson Domain 3, the Advance Domain in which 2013-2014 staff exhibited the greatest need for growth at the end of the year. One of our CEP goals for the 2013-14 school year focused on data inquiry and data collection/goal-setting, and staff and administration end-of-year reflections and EOY conference feedback aligned with this area as one of our emerging next steps for school growth.

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

At the year's outset, Data Inquiry protocols and data-driven Goal-setting templates were reviewed and utilized at an initial PD to examine incoming student schoolwide data disaggregated by standard. A series of Professional Developments focused on examining student assessment tasks and their attendant rubrics, and PD and planning time (both programmed and per session) was dedicated in teacher teams to develop, norm, and set goals around cross-classroom use of common assessments and rubrics. A minimum of five Professional Developments per year are dedicated to training and supporting staff with examining rubrics and student work, and data-driven assessment practices and strategies. These PDs include staff-wide, small-group, and one-on-one PDs with Admin, Mentor teachers, Lead Teachers, PLCs, and Coaching support.

Data is shared and made transparent to staff through teams and ongoing professional spaces, as well as the use of electronic managing systems such as ARIS and Skedula, and sharing mediums such as GoogleDocs. These systems enable staff and faculty to share information and communicate around disparate data sets and sources, which are examined to inform and guide ongoing school planning and programming. Staff and faculty use these data to assist in identifying tutoring, support, and extracurricular needs, curricular goals, school and community resources, and professional development targets. Grading policies are normed school-wide (each content department established a unified grading policy) and 100% of staff is trained on, and uses, Jupitergrades grading software. Teacher teams (Departments, Grade Teams, and ICT Partnerships) work together to set goals, using data from student assessments and standards-aligned rubrics, to target student needs and track student progress (as well as instructional efficacy). Teams meet regularly to share data and monitor progress, and these meetings are documented and minutes are shared via internal website platforms.

Staff PD time allocated for sharing of best practices around assessments and rubrics (i.e., sending rubrics home for parents to apply to student assignments; peer-assessment and reflection protocols for the classroom, etc.)

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

Funding allocated for per session and materials for supplemental Grade Team/Department meetings, all of whom perform coaching, planning, and development functions around the use of data protocols, goal-setting, and assessment/rubric development at the classroom and schoolwide level. Key personnel (Special Education coordinator, Lead Teacher, and Grade Team Leaders) are programmed with reduced class loads to allow for regular programming of coaching/mentoring sessions with teachers around data-driven instruction and goal-setting, assessment and rubric development, and unit/lesson planning. Assistant Principal serves as assessment coordinator, and meets regularly with Lead Teacher around assessment, data analysis, and inquiry practices to turnkey to staff.

All staff are programmed with Common Planning for Professional Periods, so that all teachers have scheduled weekly meetings in ICT partnerships, Departments, and strategically assigned mentorship pairings, during which staff work on unit plans, common assessments, and developing practices and goals around normed rubrics across departments and/or grades.

A series of Professional Development sessions are planned throughout the year around rubrics, common assessments, data collection, and data-driven goal-setting and instructional development. Grade Team Leaders and Department Leaders meet regularly with Administration to debrief and develop best practices, and these practices are turnkeyed to staff in weekly PD meetings. Professional Development libraries around Standards-aligned assessments and Rubrics, standards-aligned planning and instruction, and data-driven assessment practices, have been purchased, are used as central texts in the PD curriculum, and are used to support teachers through school-wide PD, targeted Advance observation feedback, and ongoing coaching discussions. Staff members in all content areas are sent to off-site PDs (and travel expenses/coverages funded) for discipline-specific support in developing standards aligned units, assessments, and aligned rubrics.

Performance Series and Scantron Machine, and training on these resources, available to streamline standard-aligned assessments and increase opportunities for ongoing/formative benchmark assessments to reflect on instruction and monitor student progress toward mastery.

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

- Utilizing Data Inquiry Protocols and Data-Driven Goal Setting templates for academic, socio-emotional, instructional, and professional practice goal-setting. All teachers develop a professional portfolio of data-driven inquiry and reflection on an ongoing basis, using both school-wide and classroom-level data.
- All teachers are using common assessments in discipline-specific Grade Level courses (i.e., 7th Grade ELA, 6th Grade Math).
- Teacher teams develop and set goals around a normed rubric for a minimum of one data goal setting cycle (January, March, May/June)
- Departments norm rubrics as part of year-long goal around developing full 6-8 Scope and Sequence for Discipline curricula

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

- Data Goals follow Winter/Spring cycles (January, March, May/June)
- Common assessments fully integrated and ongoing
- End of Year final deadline
- End of year final deadline

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

- See B (ABOVE).

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).

- 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;
- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;

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.

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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.

In our third year (and first as a full Middle School), and anticipating the opening of our high school in the fall of 2015, to finish developing and aligning, and implement a comprehensive Advisory and Guidance program that meets student socio-emotional and academic needs and establishes a comprehensive approach to student supports in grades 6-8.

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.

One of our two prioritized recommended areas of growth on the previous year's PQR was to "Further develop systems and structures to maintain sufficient guidance and advisement support and to proactively address attendance in order to promote social-emotional growth and academic success among all students." (1.4) In our first year as a full capacity 6-8, Departments, curricula, Teacher teams, and staff are fully hired and funded for the first time. Analysis of 2012-2014 data metrics indicated consistently upward trend in academic progress and stakeholder satisfaction with school culture/environment; needs assessment and reflection indicated need to formalize structures, further support staff skill/resource development in closing student achievement gaps and targeting areas of highest student need for growth.

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

- Reflective and goal-setting practices are turnkeyed into student skill development through the Advisory portfolio system; teachers implement data analysis and goal-setting practices with students, and utilize generated data from ongoing Advisory Portfolio development to track and assess student growth and grade-level Standards Mastery to plan and program for students in danger of not meeting end-of-year promotion requirements. Students engage in reflection and goal-setting around monthly Progress Reports. Curriculum, along with calendar goal-setting and data-collecting templates, quarterly coaching PDs, and on-staff support, is provided to all Advisors around this practice.
- A School psychologist works with the Special Education team and Guidance Counselor to make ongoing observations, evaluations, and communication to parents about student's 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 multiple 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 Special Education Department meets twice a month to focus solely on BIPs, targeted interventions, evaluations, and FBA development for at-risk students. 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 are embedded into a flexible program and provided in addition to IEP-mandated services.
- Monthly progress reports with anecdotes/comments from teachers are sent home a minimum of once a month to families, and used for conferencing, reflection, and goal-setting in Advisories using established protocols and templates for students skill development.
- SCCS secured, in conjunction with co-located school AFYW, a DOE AIDP Community Schools Grant, which totals appx. 1.5 million over the next four years. Initial planning for roll-out focuses on comprehensive mental health services for students and families, and includes using attendance data and credit accumulation/course passing rates as baseline data to track impact and monitor student progress.
- Students identified internally as significantly high needs/at-risk populations (Special Education/students in transition to less restrictive environments; lowest third; recidivist disciplinary/behavioral incidents) receive targeted interventions (SBST/PPT plans; transition counseling; non-mandated counseling for disciplinary recidivists/chronic academic struggles; targeted academic extension support (during additional ELA/math periods and after-school in targeted tutoring) for identified lowest-third).

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

- Relationships with our after-school provider CBO, Good Shepherd Services, was leveraged to secure a 3x per week Social Work intern with a full (supervised) counseling caseload; personnel attends Teacher team meetings and is integrated into the life of the school to maximize student socio-emotional support. A full-time Guidance Counselor supports staff in developing a calendar of community of culture-building events (8th Grade Incentive Series, Winter Potluck, etc.) and supports staff in classroom management and effective relationship-building strategies in the classroom. The Grade Team Leader Cabinet, supported by Administration and Guidance, developed and implemented a series of staff-wide Professional Development around Culturally Responsive Education.
- Yearlong programming is adjusted to a trimester schedule and teachers appropriately programmed for elective courses, which allows the 6-8 to maintain a comprehensive Advisory program and full scope and sequence of enrichment/elective courses, while also meeting all city and state Middle School Academic Policy Guidelines for accumulation of physical education, health arts, technology, and language academic course hours.
- Advisory program, developed and maintained by team of Guidance Counselor, Special Educator, and Content Educators, implements holistic academic/socio-emotional curriculum of foundational skill-building Advisory lessons and a year-long multi-standard curriculum around behavioral, academic, and socio-emotional support and growth, including CCLS-aligned portfolios with benchmark reflections and assessments across grades.
- Six full-time Special Education teachers are programmed with reduced schedules (to allow for team inquiry, planning, and interventions), including ICT co-teaching, pull-out small group instruction, self-contained transition periods, and targeted literacy/tutoring periods. 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. Funds were allocated to hire one supplemental paraprofessional and 1.5 100% supplemental Special Education teachers, who provide push-in ICT and pull-out SETTTS/SC support to students identified by ongoing data assessment as high needs, and whose schedules are flexibly re-programmed on a needs-assessment basis according to ongoing data analysis to target our highest-need students for academic support. Per session funds were allocated for regular after-school Special Education and Teacher Team meetings, IEP meetings, instructional planning and development, and student tutoring.
- Funds allocated to Special Education and General Education staff per session to develop comprehensive internal SCCS SBST/RI handbook to formalize protocols and tiers of intervention for at-risk students.; funds allocated to full-staff Professional Development around using these tools, as well as in-house developed Data Inquiry tools, to develop staff skills around data inquiry and targeted goal-setting around student needs.

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

1. Number of students that are receiving counseling (mandated or non-mandated) who are failing at least one course first progress report will decrease by a minimum of 10% by final progress report.
2. Meet or exceed Student Progress Targets according to Peer and Citywide Percentile Metrics in ELA and Math for both General Population and Lowest Third (End of Year).
3. 100% of students will be successfully transitioned to least restrictive environment (End of Year).

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

1. See attendant timelines/deadlines above (C).
- 2.

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

1. SEE B ABOVE.

Strategies to Increase Parent 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).

- 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;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

- developing and distributing school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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.

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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.

The Spring Creek Community School will increase performance of our lowest third on state mathematics assessments, demonstrated by an increase in our Math Median Adjusted Growth Percentile-School's Lowest Third (Peer Value) from 44% to 55%, and an increase in student performance according to the Math Median Adjusted Growth Percentile (all students; Peer Value) from 38% to 50%.

Comprehensive Needs Assessment

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

Our 2013-2014 School Quality Guide indicates an increase in performance in all growth percentile metrics in ELA and Math except for one (Lowest Third ELA Citywide metrics went down one percent from 51% to 52%); the data also indicates a universal sustained increase over a two year period according to all state assessment progress metrics (again, except for the 1% decrease in Lowest 3rd ELA Citywide). State data and internal data indicated student math skills and mastery as an ongoing area of growth.

Based on Baseline Assessments that the 6th, 7th, and 8th grade teachers administered at the beginning of the school year and last year's Item Analysis of the NYS Common Core math exam, data indicated that students were deficient in foundational and computational skills necessary to access grade-level curriculum. These students exhibited a need to set and reach developmental goals through additional help outside the normal classroom. In all three grades, students showed their lowest scores in Expressions and Equations. Internal administration of Performance Series, Performance Tasks, and skill assessments indicated targeted areas where subgroups of students (particularly Lowest Third and students with IEPS) needed targeted support to make progress toward mastery.

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 mathematics teachers will integrate multiple testing and comprehension strategies into instruction on a continuous basis throughout all three trimesters of the academic year. Department/Teacher Team Inquiry will be conducted throughout the year to study data as the year progresses. Specific standards-based pacing calendars will be completed to reflect the Common Core State Standards, and differentiated sets of curricular materials will be identified and CCLS-aligned for each unit. Curriculum will utilize technology, e.g. interactive websites, Performance Series and Scantron to develop assessments and target specific academic student needs, and an on-site math coach/AP will provide professional development focused on differentiation in mathematics for students with special needs.
- Beginning late fall, a targeted After School math course was implemented to address mathematical/foundational skills that the lowest 3rd are struggling with.
- Funding is allocated to begin an additional three month after school math tutorial in February to work with our lowest 3rd. Strategies will be supported using formal and informal assessments in the traditional class setting as well as the additional time allocated with the lowest 3rd throughout the school year. Common multi-step assessments will be used modeled on the NYS Common Core Extended Response Questions. Common problem-solving strategies will be taught throughout the year using a common graphic organizer that the math teacher will introduce and be use throughout the school year.
- Math ICT partnerships will meet twice weekly, and the Math Department will meets weekly as part of programmed contractual Professional Periods; minutes from these meetings are submitted via GoogleDocs for review by Administration, and meetings are periodically monitored/supported by Assistant Principal.
- Generation Ready literacy coach works regularly with math department personnel on pedagogical strategies and literacy across the curriculum to focus on skill-building in struggling learners.

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

- Spring Creek Community School allocated funds to hire an Assistant Principal who was a former Middle School Mathematics Coach, with an extensive background in developing Common Core baseline assessments and performance tasks. The math team, including programmed Special Educators, are programmed for co-planning twice a week, focusing on differentiation, pacing and planning CCLS curriculum and instruction.

- Ongoing assessment data will inform push-in/pull-out programming, after school remediation, and extracurricular tutoring courses. Supplemental Special Educator will be programmed partially by ongoing math assessment data. Per session monies allocated to fund materials and instruction in after-school remediation courses and exam-aligned tutoring sessions.
- Funding allocated for after-school planning sessions, partial funding of a literacy coach to support math teachers in lesson/unit/assessment planning.

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

- Weekly department-wide planning, including math teachers in all three grades meet once a week with Department heads to develop specific strategies to be implemented in their lessons.
- Continuous data throughout the year will be collected, and discussed throughout the department meetings. The data collected from these assessments will help develop schoolwide protocols and strategies that will help drive targeted intervention by Special Education personnel, and instruction.
- Use of NYS Common Core Mathematical Tasks and other materials will be used as ongoing assessments during the implementation of each math unit that will be created throughout the school year, using the Pacing calendar that was created prior to the school year.
- Funding allocated (Title I and FSF) to purchase supplemental manipulatives, instructional/curricular materials geared to scaffolding for diverse learners, and resources for targeting specific skills/standards for severely deficient learners.
- Classroom teachers/ICT partnerships and Math Department will use ongoing assessment data to set a series of time-bound goals and action plans targeting the areas of highest student need to drive instruction and programming.

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

1. Math teachers will meet once a week throughout the year to plan test strategies, analyze student work, and differentiate instruction starting from September 2014 until June of 2015.
2. Inquiry goals/action plans to track student progress will be written three times during the school year using the school wide data inquiry protocol to examine school wide data. Cycles are completed in January, March, and May/June of the current school year, and shared via GoogleDocs and teacher teams.
3. End of Year state exam data metrics (see GOAL, ABOVE)

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

1. See B/C ABOVE.

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. Provide materials and access to resources to help parents with their children to improve their achievement level, e.g., math and use of technology.
2. Provide resources and website links on our school website to make curriculum and support resources easily accessible to families.
3. Conduct parent workshops with topics that may include: understanding educational accountability, grade-level curriculum and assessment expectations in mathematics focusing on literacy.
4. Provide opportunities for parents to help them understand the accountability system, e.g., student proficiency levels and the Annual Progress report.

Budget and Resource Alignment

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

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

Goal and Action Plan #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.

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.

	Tax Levy	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.
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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.

	Tax Levy	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.
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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	<ul style="list-style-type: none"> • Pull-out sessions with Special Education/Literacy teachers • Literacy Coach pushing in to ELA classes • Comprehension strategies (reciprocal reading, targeted literacy) • Ongoing assessment and item-analysis driven target lessons and tutoring • Differentiated instruction/curriculum materials and assessments where appropriate • Partnerships with external Professional Development and Resource-rich organizations (BRIC Arts, Children’s Museum of the Arts) to secure resources, curriculum, and enrichment opportunities that increase engagement and access for all learners • 	Small group, pull out, station learning, one-to-one tutoring, transition self-contained program, etc.	During regularly scheduled classes, additionally programmed flexible literacy and tutoring periods, lunchtime and pull-out tutoring, after-school sessions.
Mathematics	<ul style="list-style-type: none"> • Pull-out sessions with Special Education/Math teachers • Small-group instruction on skill, content and standards-based curriculum • Math Coach (AP) support in classrooms • Ongoing assessment and item- 	Small group, pull out, station learning, one-to-one tutoring, transition self-contained program, etc.	During regularly scheduled classes, additionally programmed flexible literacy and tutoring periods, lunchtime and pull-out tutoring, after-school sessions.

	<p>analysis driven target lessons and tutoring</p> <ul style="list-style-type: none"> • Comprehension strategies and targeted literacy support/strategies • Differentiated instruction/curriculum materials and assessments where appropriate 		
Science	<ul style="list-style-type: none"> • Project-based and hands-on learning opportunities; differentiated choice-driven projects; multimedia content and resource options • Differentiated instruction/curriculum materials and assessments where appropriate • Literacy strategies (close reading, comprehension, organization, decoding) for informational texts • Partnerships with external Professional Development and Resource-rich organizations (Citizen Science, Urban Advantage) to secure resources, curriculum, and enrichment opportunities that increase engagement and access for all learners 	<p>Small group, pull out, station learning, one-to-one tutoring, etc.</p>	<p>During regularly scheduled classes, additionally programmed flexible literacy and tutoring periods, lunchtime and pull-out tutoring, after-school sessions.</p>
Social Studies	<ul style="list-style-type: none"> • Literacy strategies (close reading, comprehension, organization, decoding) for informational texts • Collaboration across Humanities departments turnkeys essential literacy strategies and structures to reinforce literacy across 	<p>Small group, pull out, station learning, one-to-one tutoring, etc.</p>	<p>During regularly scheduled classes, additionally programmed flexible literacy and tutoring periods, lunchtime and pull-out tutoring, after-school sessions.</p>

	<p>content</p> <ul style="list-style-type: none"> • Differentiated instruction/curriculum materials and assessments where appropriate • Partnerships with external Professional Development and Resource-rich organizations (Brooklyn Public Library, Affiliate School Program of Gilder-Lehrman Historical Institute) to secure resources, curriculum, and enrichment opportunities that increase engagement and access for all learners • 		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> • RtI strategies and structures • SBST intervention strategies • Counseling services and referrals • Conflict resolution, management and coping strategies (with GC, SW program, trained dean/personnel, etc.) • Interactive skill modeling, role-playing, and reflective practices • Extracurricular offerings such as sports and the arts • On-site Good Shepherd services provide 3x a week Social Work interns with full counseling loads, as well as daily comprehensive after-school programming in the arts, literacy, academic support, socio-emotional skill-building, and sports 	<p>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). Socio-emotional and skill-development groups run by Guidance Counselor, School Psychologist, and on-site Social Work interns. AIDP DOE Campus grant (appx. 1.5 million dollars over 4 years to be shared with co-located 6-12 school) secured (beginning in January 2015) to focus on the provision of comprehensive socio-emotional and mental health services to students and families.</p>	<ul style="list-style-type: none"> • During weekly scheduled counseling sessions • On a referral basis and in consultation with our Special Education/Intervention team • Counseling and group-based learning sessions with Good Shepherd Social Work intern; on-site support program 3 days per week • Scheduled sessions and referrals to School Psychologist • Social Work and Mental Health Services in development for January 2015 implementation with AIDP CBO Pathways to Leadership

**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 *TAS 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.

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 (over 20% students with IEPs, plus eight 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 creative and critical thinking and enrichment opportunities into students' daily schedules.

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).

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
 - Common Assessments and Rubrics in standards/skill-aligned instruction
 - Literacy across the curriculum
 - Teacher team meetings and collaborative planning
 - Examining student work
 - Differentiation and addressing the learning needs of diverse populations
 - Rigorous instructional strategies
- Teachers work with various coaches and consultants (including representatives from our partner organizations, BRIC Arts, Children's Museum of the Arts, The Shubert Foundation, Little Flower Yoga, Brooklyn Public Library, Urban Advantage, Citizen Science, Salvadori.org) as well as Generation Ready literacy coaches and Special Education and Literacy coaches from CFN 403, 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 Performance Series to design assessments tailored to ongoing assessment of student needs, and use data to drive instructional planning and curriculum development. Scantron technology and assessment-development software assists teachers in designing assessments to target areas of student need and growth.
- Teachers have access to professional developments in the area of alternate assessment, socio-emotional support strategies, and instructional strategies for high-needs students.
- Teachers in all content areas and disciplines attend off-site Professional Developments throughout the year, and turnkey their learnings to Departments and Grade Teams in regular meetings.

- All teachers meet in Departments, mentorship pairings, and co-teaching partnerships as part of their Professional period programs; these meetings are run by Teacher Leaders who meet regularly with administration to debrief emerging staff needs, engage in reflection and feedback about best practices and PLC goal-setting, and collaborate in designing ongoing PD structures and foci that support the growth of a diverse teaching staff.

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

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

STH-allocated funding are used to procure materials and resources necessary to be prepared and successful in school (i.e., academic supplies, hygiene materials, bags, etc.)

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

Staff formed the mandated MOSL committee to consult with the Principal regarding state exams and MOSL selection. Teacher committees and teams are surveyed in Grade Teams, Inquiry teams, and Department Teams for feedback regarding quality, frequency, and selection of various assessment strategies, programs, and technology. Professional Development time is set aside, as well as Per Session stipends for training, committee meetings, and departmental norming and grading time. Assessment programs are coordinated by Assistant Principal and Principal in consultation with various teaching teams. Rubrics and developing skills and practices around implementing and utilizing data from common assessments is a priority of the year’s Professional development schedule.

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;
- 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, 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;

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

- holding an annual Title I Parent Meeting;
- 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;
- sharing useful resources and instructional materials for parents;
- hosting events to support promoting education for children among school stakeholders and families;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing 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 access to individual student state 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 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.

DBN: 19K422

4c. “Conceptual” Consolidation of Funds in SWP Schools

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

Program Name	Fund Source	Funding Amount:	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page #
	(i.e. Federal, State or Local)	Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY ’15 school	references where a related program activity has been described in this plan.

		allocation amounts.)	Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$215,806.14	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,696,470.00	X	See action plan

¹Explanation/Background:

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 19	Borough Brooklyn	School Number 422
School Name Spring Creek Community School		

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

Principal Christina Koza	Assistant Principal Jeffrey Hammer, I.A.
Coach type here	Coach type here
ESL Teacher Dionne Dopwell	Guidance Counselor type here
Teacher/Subject Area English	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
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.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	177	Total number of ELLs	3	ELLs as share of total student population (%)	1.69%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs		Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities	1
SIFE		ELLs receiving service 4-6 years	3	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 SWD. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL				3		1				3

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	0	0	0	3	0	1	0	0	0	3
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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
Intermediate(I)														0
Advanced (A)								3						3
Total	0	3	0	0	0	0	0	3						

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7	3				3
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									0
5									0
6									0
7	3								3
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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
At Spring Creek Community School all ESL instruction is data driven through NYSESLAT modality analysis, Measures of Student Learning Exams, Periodic Assessments, Expeditionary Learning assessments. Assessment and data is collected and analyzed on a regular basis by administration, departments, ESL Coordinator and consultants. This data that is collected helps us compile information

that is used to further shape the pace and form of instruction for ELA, ESL and all literacy-based approaches through periodic goals set by the teachers. All SCCS classrooms contain Fontas & Pinnell leveled libraries, genre libraries, word walls, software tools, and other resources to help make content comprehensible for ELLs.

In the classroom, the data is used to group students for targeted small group instruction. In addition, the data is used to plan for individual conferences and whole class mini lessons.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
NYSESLAT and LAB-R reports validate SCCS's emphasis on literacy building through project based learning that emphasizes content-rich instruction. Students are taught explicit strategies to improve reading endurance and writing volume. Patterns reveal the challenge SCCS has to improve reading and writing levels across all grade levels.

The results of the LAB-R indicate the students english proficiency level and help SCCS develop a plan for delivering ESL services and how much intervention services students will need. The data patterns revealed that many students who have been receiving services for four years or more are making significant gains on the various modalities presented on the NYSESLAT. Lastly, the data revealed that our population of ELLs in grade 7 we noticed many students scored advanced in reading, writing, and speaking.

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

The state did not release the Spring 2013 NYSESLAT in combined modalities, there fore we couldn't break it down by modality. However, the ESL teacher shared the results from the modality ATS RNMR/NYSESLAT with content teachers during PD sessions and grade team meetings at the start of the school year. They also used data from the ESL periodic assessment that was given. The results helped content teachers focus on differentiation strategies and scaffolding techniques that are incorporated into lesson planning and delivery through content meetings. ESL service providers assist content team teachers at these meetings with CALLA and SIOP based strategies and other material assistance. Reading and writing support is further emphasized through pull-out sessions with the ELL students.

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?

NYSESLAT modality reports show:

A. In 2012 - 2013 all of our ELLs preferred to have the Math Exam administered in the english language. They all felt more comfortable taking it in the english language rather than their native language. While in grade seven, students are making significant gains on all modalities. During the 2013 - 2014 school year SCCS will continue to work to build listening skills as well as reading and writing stamina through a variety of activities and technological support (Listening stations, adapted readers, etc.). They will also take part in afterschool test prep that will help them achieve a higher level of skills in reading and writing.

B. School leadership uses interim assessments to help content team teachers with instructional pacing and emphasis during unit planning and implementation. Assessments are shared during PDs and weekly grade team and content planning meetings. The results of assessments are used to create targeted small groups and plans for differentiation.

C. SCCS is learning a great deal from the interim and periodic assessments. These assessments point to the needs of ELLs for support and the need for direct instruction to supplement the pacing calendar. The data is used to drive instruction according to their strengths and weaknesses for conferencing with their various teachers.

Modality reports suggest that our advanced ELLs are further supported in their efforts of achieving fluency through an emphasis on independent reading, journaling, peer work, conferencing, and frequent assessment in a variety of project-based learning activities. We hope to further incorporate technology and software in a manner to assist with skill-building activities.

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](#).)

Teachers of ELLs modify their lesson plans and differentiate for the various students. Teachers also confer with ELL students on a daily basis to provide the extra support in English that students may need.

6. How do you make sure that a child's second language development is considered in instructional decisions?
All of the students prefer to get instruction in the English language. However, the teacher also confer with ELL students on a daily basis to provide the extra support in English that students may need.
7. 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?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
At SCCS, ELL success is measured through a variety of formal and informal assessments, including, but not limited to Pearson Interim Assessments, reading conferences, weekly quizzes and exams, progress reports, classwork, homework, and participation scores. Project-based learning is assessed through a system of rubrics and reflective evaluations that emphasize higher-ordered metacognitive abilities. Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency Skills (CALPS) are assessed on a daily basis in the course of push-in instruction and pull-out instruction through conferencing and oral assessment activities.

Part IV: ELL Identification Process

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

- 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](#).)
Spring Creek Community School provides parents with program choices consistent with New York City and New York State guidelines. Educational delivery options are explained to parents during student intake and parents are assisted with completion of the HLIS by Geri Baez, School Secretary, and the ESL Teacher.

Spanish translators or translation services are provided to parents if needed in order to assist with the admissions process if needed. Parents are provided with the an ELL Parent Brochure, Survey, Program Selection Form in their native language and they view a video about program options for their child. The parents are told about their right to choose an instructional delivery mode for their child when L1 populations are significant enough to affect instructional model choice.

During intake, parents are interviewed to find out if students possess gaps in their formal education and will be administered the ALLD diagnostic when needed. The ESL teacher, will administer the Lab-R (and Spanish Lab) exam within 10 days of registration and place students in a class that contains other students of his/her learning level and L1 background whenever possible.

Through the screening process, contact is maintained with parents and they are informed by mail of the results of their child's Lab-R scores and their entitlement/non-entitlement for ESL and Title III services.
- 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.
Translators or translation services are provided to parents when needed in order to assist with the admissions process. Parents are provided with the ELL Parent Brochure, Survey and Program Selection Form in their native language. Parents also view a video in their native language about program options for their child. The parents are told about their right to choose an instructional delivery mode for their child when L1 populations are significant enough to affect instructional model choice. Parents are assisted during the intake process and HLIS completion with the presence of the ESL Teacher, and with the assistance of a native language translator. Parents are shown the NYC DOE DVD, "NYC Orientation Video for Parents of Newly Enrolled English Language Learners." The ESL teacher will follow up with parents to answer any questions and to assess if the parents understand their options. After parents choose the program model that they feel best suits the needs of their children, the ESL teacher works with parents to

find a district school that best meets the needs of the family.

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].)

After LAB-R testing has occurred, the ESL teacher works with front office staff to send out entitlement letters by mail. Entitlement letters are maintained in a binder in the main office.

Parent Survey and Program Selection Forms are given to parents after watching the NYC DOE DVD, "NYC Orientation Video for Parents of Newly Enrolled English Language Learners." The Parent Survey and Program Selection Forms will be collected by the ESL Coordinator and stored in the same binder as the entitlement letters.

In addition, start of service, non-entitlement, continued entitlement, and end of service letters will be distributed to the families of ELLs by the ESL teacher once it is determined which students require services. The letters are hand delivered to parents during parent teacher conference or mailed home if parents don't show up.

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.
Upon intake after parents have completed the HLIS, students are interviewed by the ESL teacher using the ALLD screener to determine if the student qualifies as a SIFE. After program selection letters are received and students have been screened with the LAB-R diagnostic, the student is placed in a designated ESL class wherein he/she will receive the state mandated number of instructional minutes per week in the form of push-in instruction. Students with disabilities who are also classified as an ELL, are placed in their appropriate setting and receive services through our pull-out or push-in model. ELLs in grades 6 & 7 are placed in a self-contained class and are serviced by the ESL teacher.

Within twenty days of entry to the system,

The ESL Coordinator maintains records of placement letters, distributes and maintains continued entitlement letters .

In order to honor parents' choice the ESL Coordinator refers parents to the appropriate program and/or district office. Translation services will be provided to any parent in need.

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.
ELLs are pulled out of their classes and grouped by grade level and testing modification are administered during the NYSESLAT if necessary. The ESL teacher and the Testing Coordinator administer the test by grade band. ELLs in grade 7 without modifications take the four part test in three group sittings and an individual one-on-one conference for the Speaking section with the ESL teacher.
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. **①**
Yes, our current ESL program offered at our school aligns with our parents requests. Currently our school has only three ESL students. All three of our ESL student's parents chose ESL as the program model for the school. We currently do not have enough ESL students to foster a bilingual program if any parents requested it.

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])?

ESL services for grade 7 is delivered through a push-in model in which a certified ESL teacher services students during English Language Arts periods, supporting the continued development of skills in both the native and target language through CALLA and SIOP-derived strategies. ELLs are also serviced through a pull-out program that focuses on building strength and stamina in reading and writing.

- b. SCCS ESL students are grouped heterogeneously (mixed proficiency levels). The ESL teacher with content area teachers to ensure that ELLs have the benefit of peer support in their seating arrangements and during group activities. Students are not grouped by cohort. Two of the students are grouped, while the other student is in another cohort. However, when the students are pulled out, they are taught as one group.

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)?

SCCS staff is organized around grade and content teams with the content teacher and ESL teacher participating in all instructional decisions as equal team members.

a. ESL services are delivered throughout the day explicitly during English Language Arts periods. The ESL teacher works with content area teachers to ensure comprehension, re-teaching material, and assessing ELLs formally and informally during class periods. Explicit ESL instructional minutes are delivered as push-in units and pull-out units. ELLs are grouped in one class per grade level, facilitating schedules between the ESL teacher and their students. Since our school currently only has Advanced ELLs, our students receive 180 minutes a week in a push-in & pull-out model. Students make up their minutes throughout the day by either the ESL teacher pushing in or pulling out the students.

SCCS is in compliance with all State and City mandates in regards to time allotments for ESL instruction.

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.

English Language Arts content is delivered in general education classes during the ELL's ELA period. The content team teachers and the ESL teacher meet weekly to discuss units, lesson plans, and plans for differentiated instruction. Differentiated instruction is supported by ESL services and content team teachers. Content is enriched through the use of socially constructed project-based learning activities, capable of addressing variations in learning styles and modalities through a variety of SIOP and CALLA-based strategies. All three students are Advanced, so all lessons are administered in the English language throughout the class periods.

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

ELLs are appropriately evaluated in their native language based on responses to parent interviews, language choice for NYC DOE DVD and student choices. Students are Advanced, so they prefer to receive all exams in the English language.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? Teachers include at least two modalities in each lesson and are expected to have used four modalities throughout the week. Students are assessed periodically on all four modalities by the ESL teacher using various baseline assessments, the periodic assessments, as well as past NYSESLAT exams for practice.
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).

a. Spring Creek Community School currently does not have any SIFE students, however, if we had any SIFE students, the ESL teacher would provide supplement ESL strategies for the SIFE students primarily through targeted small group instruction within the push-in model. During this time, the ESL provider and content team teachers will work with the SIFE students individually and in small groups to bridge gaps in their skill base using a variety of Q-Tel-derived differentiation strategies and Wilson phonics skill building exercises.

b. We currently do not have any new ELL students, however, instruction would focus on developing their literacy skills in their native language. Instruction would be consistent with New York State and New York City performance guidelines and standards. In the push-in model, the following supplementary materials would support ESL instruction: quality high-interest, lower reading level, age appropriate books, flash cards, graphic organizers, picture dictionaries, and the use of the computer lab.

c. In addition to mandated minutes, ELLs within the 4-6 year window receive small pull-out instruction and in-class conferencing with content team teachers and ESL providers. In addition to the supplements mentioned above ELLs within the 4 - 6 years window will use Achieve 3000 to increase reading comprehension. Diagnostic assessments are used to target specific modalities and skill gaps that students will focus on during class and homework assignments.

d. Currently, we do not have any Long Term ELLs, however, they would receive additional instruction during lunch period and after school programs with the assistance of both content and ESL providers. Special efforts would be made to assist long-term ELLs with comprehension strategies, based on Q-Tel derived strategies.

e. ESL providers would continue to support the former ELL students by scaffolding strategies and differentiation plans, while still offering their modifications for the NYS exams.

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?
In order to provide access to academic content areas and accelerate English language development the ESL teacher and content team teachers will use the following strategy with ELL-SWDs: Small group instruction, pull-out instruction, and use of a dictionary in their native languages.
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?
In order to meet the diverse needs of ELL-SWDs flexibility in the schedule allows for teachers to meet in grade teams and content teams weekly. The ESL teacher and content team teachers meet to discuss unit of studies, lessons and modifications for ELL-SWDs. In addition to units of study, instruction is modified and delivered by the ESL teacher during pull-out sessions.

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:			

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

Social Studies:				
Math:				
Science:				

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

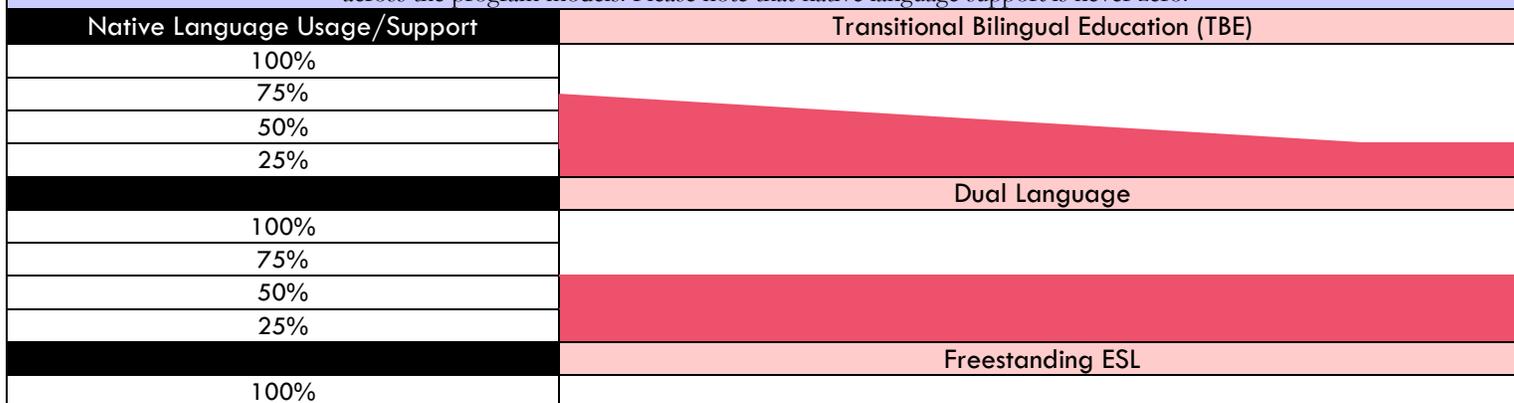
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Native Language Usage and Supports

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



75%			
50%			
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

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.
- Spring Creek Community School ELLs receive State-mandated number of ESL services in the form of self-contained support during English Language Arts blocks and pull-out during other content classes. Students are encouraged to work cooperatively on learning projects and are grouped heterogeneously by ability within their L1 cohort. Pull-out ESL teacher works with students during content classes provides additional support materials to students to assist with comprehension. During independent work blocks, ELLs work with the ESL provider to review learning goals and increase reading comprehension. Content is re-taught when needed and supported through L1 support and translation.
- Intervention strategies will consist of content team teachers and ESL service providers to be available after school to assist students with skill building activities and specific comprehension issues.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The program models we have chose have been effective based on the most recent NYSESLAT scores. They are effectively meeting the needs of ELLs in both content and language development through differentiated instruction, support and any modifications if necessary. All teachers that teach the ELL students are aware who the students are and work with the ESL teacher weekly.
11. What new programs or improvements will be considered for the upcoming school year?
- ELL Saturday Academy and an ELL afterschool program which enables students to work on various projects from content classes with the help of the ELL teacher and technological support.
12. What programs/services for ELLs will be discontinued and why?
- None
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are invited to participate in all afterschool activities. Since our ELL population only consists of 3 students, they are able to participate in all afterschool programs, pertaining to enrichment. Invitations go out to all students in the form of permission slips.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- SCCS teachers strive to create lessons that address all learning modalities through the use of software technology, visual aids, audio and video materials, kinesthetic activities, and relevant field trips. ESL materials include newcomer text books and work books, bilingual libraries, dictionaries, and glossaries, language manipulatives, instructional games, graphic novels, and flash cards.
- ESL and content team teachers regularly attend DOE and OELL-sponsored professional development seminars to remain up to date on the latest strategies and most effective techniques for delivering differentiated, project-based instruction.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language is supported in each content area by the existence of bilingual libraries in each classroom.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Required services and support correspond to ELLs' ages and grade levels. Students are provided age appropriate books and study materials. Small group conferring is used to address individual student needs.
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.
- Since we currently do not have any new enrolled ELL students, newly-arrived ELLs would be assisted by the SCCS staff and the ESL teacher before the beginning of the school year. Students and families will be connected to community-based support organizations, local and State assistance programs, as well as advocacy organizations, based on their needs. The ESL teacher would maintain an active relationship with local groups to ensure that newly-arrived students and families will receive a minimum level of support during the newcomer process.
18. What language electives are offered to ELLs?
- ELLs are not currently offered language electives during the school day, however there is a possibility of programs being offered as an afterschool option in the future if deemed necessary, being that our current ELL populatio is minimal.
19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

1) 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 through common planning and unit projects.

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. Workshops when offered will be offered to any teacher who work with any of the ELL students.

4) For the 2013-2014 school year, staff will receive a minimum of 10 hours of PD sessions to help content teachers with strategies for ELLs. Staff will attend off-site work shops in differentiation, SIFE students, and Q-Tel strategies. Professional Development includes workshops from ESL Network support Leader.

Attendance logs will be collected and teachers that receive training will be expected to turn-key PD to their colleagues.

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?

1. Parents are a vital part of the SCCS learning community. Beyond quarterly report card conferencing, SCCS features semi-monthly open house activities, PA functions, and is open to parents for any counseling, behavioral, or academic needs their children might have.

In order to accommodate parents of ELLs, Spring Creek Community School will offer translation services upon request and spanish speaking translators will be available to meet with parents.

2. Different communities have different needs. The Community Associate will use the printed NYC directory to community based organizations to refer clients to populations for a variety of services.

3. The office staff composes translated surveys to evaluate the needs of ELL families. Based on the responses of the parents, the Community Associate plans for future parent involvement activities.

4. Based on the responses of surveys, the Community Associate will tailor workshops, referrals and print materials. As many immigrant parents are working extended hours, it is not always possible for them to attend workshops at school. Parents have remarked that there was little outreach on the elementary level, they were surprised and enthusiastic about the outreach efforts of the SCCS

Workshops will be designed to assist and train parents in bullying, cyber-bullying, Getting to Know Your Child's IEP, Money Management, Study Skills, ELLs and the Common Core, The NYSESLAT Breakdown, and Content Area training.

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.

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		11/15/13
Jeffrey Hammer	Assistant Principal		11/15/13
	Parent Coordinator		1/1/01
Dionne Dopwell	ESL Teacher		1/1/01
Darlene Benson	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Steven Burd	Guidance Counselor		
Nate Dudley	Network Leader		
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

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.

Spring Creek Community School will use in house staff members or the Translation and Interpretation Unit to provide regular and timely translated documents. Timely provision of interpretation services at group and one-on-one meetings upon request when such services are necessary for parents to communicate with teachers, guidance counselors, school nurse and / or other school staff regarding critical information about their child's education.

Spring Creek Community School uses the Community Associate, emergency blue cards, home language survey and ATS to determine home language translation and interpretation needs.

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.

Spring Creek Community School will be responsible for providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities. In addition, the school will post in a conspicuous location the availability of interpretation services.

Spring Creek Community School will schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, in order to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions. School letters and forms are translated via the Translation and Interpretation Unit. Over the phone interpretations, provided by the DOE, are used to report findings to parents.

Spring Creek Community School will translate all critical school documents and provide parent interpretation during meetings and events as

needed.

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.

Spring Creek Community School will use in house staff members or the Translation and Interpretation Unit to provide regular and timely translated documents. Bronx Green will provide parents whose primary language is a covered language with a translation of any document that contains individual, student-specific information.

Spring Creek Community School will use the Translation and Interpretation Unit to provide periodic training to key school-based personnel on the language access requirements contained in Chancellor's Regulations - 663 and on resources available to support the requirements listed.

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.

Parents may choose to rely on an adult friend / companion or relative for language and interpretation services. Timely provision of interpretation services at group and one-on-one meetings upon request when such services are necessary for parents to communicate with teachers, guidance counselors, school nurse and / or other school staff regarding critical information about their child's education. In addition, BGMS will provide interpretation services by using in-house staff members and / or by phone, if necessary.

Spring Creek Community School will use the Translation and Interpretation Unit to provide key school-based personnel on the language access requirements contained in Chancellor's Regulations - 663 and on resources available to support the requirements listed.

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>.

Spring Creek Community School will provide translation and interpretation services to all parents who require language assistance in order to communicate effectively with the school and staff members.