



THE EAST FLATBUSH COMMUNITY RESEARCH SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 18K581

**ADDRESS: 905 WINTHROP STREET, 3RD FLOOR, BROOKLYN, NY
11203**

TELEPHONE: 718-773-3059

FAX: 718-773-3827

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 581 **SCHOOL NAME:** The East Flatbush Community Research School

SCHOOL ADDRESS: 905 Winthrop Street, Brooklyn, NY 11203

SCHOOL TELEPHONE: 718-773-3059 **FAX:** 718-773-3827

SCHOOL CONTACT PERSON: David Manning **EMAIL ADDRESS:** dmanning4@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Sam Roberts

PRINCIPAL: David Manning

UFT CHAPTER LEADER: Alexandra Guzman

PARENTS' ASSOCIATION PRESIDENT: Patricia Williams

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 18 **CHILDREN FIRST NETWORK (CFN):** 411

NETWORK LEADER: Emily Sharrock

SUPERINTENDENT: Beverly Wilkins

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
David Manning	*Principal or Designee	
Alexandra Guzman	*UFT Chapter Chairperson or Designee	
Patricia Williams	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	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	
Sam Roberts	Member/Teacher	
Nicole Keith	Member/Teacher	
	Member/Parent	
	Member/Parent	
Maudelin Davis	Member/Teacher	
	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Mission Statement

Our mission is to create a safe environment, both physically and intellectually, in which a rigorous, academic curriculum supports authentic, project-based research empowering students to become advocates for social change in the East Flatbush community.

Distinctive Characteristics

- Smaller class size
- Advisories – small group instruction everyday around character development and conflict resolution
- High teacher to student ratio
- Blocks of instruction in English Language Arts, mathematics, science and social studies
- Special Education support through Collaborative Team Teaching
- Clubs Period – student-selected clubs such as basketball, football, hip hop dance, video games, and jewelry making.
- a stable student population

Unique Educational Experiences

Community Research Projects

During our yearlong community research projects students form teams of eight to nine students across classes and develop their teams through team building exercises. Facilitated by one dedicated staff member, teams brainstorm and select a community issue of their concern. Teams engage in authentic research around their topic, using the Independent Investigation Method (IIM), and develop an action plan. Using community organizations and city institutions, teams implement their action plan in the community.

Project-Based Fridays.

Students experience a full instructional day each week devoted to projects and portfolio development. They have opportunities for both group and independent work on cross-curricular projects as well as guided instruction through conferencing with their teachers. Teachers team teach periods throughout the day allowing focused, individualized, and differentiated instruction for all students. Flexibility in our schedule allows students from different grades and classes to work together on shared interest projects building mentor relationships across grades.

Special Education & Student Support Services

The structure of our Collaborative Team Teaching (CTT) program for our special needs students provides them with a content area certified teacher as well a special education teacher in all core subjects. Our CTT students experience a variety of teaching models including parallel, alternative, and station teaching. Our English Language Learners (ELLs) are programmed with both push-in and pull-out English as a Second Language (ESL) classes enabling differentiated and targeted instruction. We also offer Academic Intervention Services (AIS) through our twice-weekly “Academic Advisory” classes where students are grouped by level and receive targeted instruction in ELA and Math. AIS are also provided to our students through our after-school tutoring program.

Partnerships

Our partnership with Active Learning Systems/IIM facilitates our community research projects with intensive staff development for our staff. Through a partnership with Urban Advantage, our students and staff are able to utilize major science institutions in New York City to complete real-world projects.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:				
District:		DBN #:		School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4				Poverty Rate: % of Enrollment					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6									
Grade 7				Students in Temporary Housing: Total Number					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9									
Grade 10				Recent Immigrants: Total Number					
Grade 11				(As of October 31)	2007-08	2008-09	2009-10		
Grade 12									
Ungraded				Suspensions: (OSYD Reporting) – Total Number					
Total				(As of June 30)	2007-08	2008-09	2009-10		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes				Principal Suspensions					
No. in Collaborative Team Teaching (CTT) Classes				Superintendent Suspensions					
Number all others									
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)				
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10	
				CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				Number of Staff: Includes all full-time staff				
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals				
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino				Percent Masters Degree or higher				
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
White								
Multi-racial								
Male								
Female								

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.
 *For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
 **http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Based on information from our 2008-2009 Quality Review, 2009 – 2010 Progress Report and the 2009-2010 Learning Environment Survey, we have identified the following:

Student Performance Trends

- *Significant* drop in both student performance and progress on both the New York State ELA and Math exams.
- High level of students performing in level 1 for ELA and Mathematics
- High percentage of holdovers in each grade (approximately 10-15%)
- Drop in the yearly attendance rate from above 92% to 89.9%

Greatest Accomplishments

- Establishing our new school in the community – Creating parent awareness in the local elementary schools and community at large.
- Teachers utilize multiple forms of data (including ARIS, Acuity, etc) to better plan and individualize instruction
- The implementation of schoolwide initiatives including differentiated instruction and whole-school professional development around the text *Better Learning Through Structured Teaching: a Framework for the Gradual Release of Responsibility*.
- The implementation and ongoing revision of content curriculum maps in all grades
- Special Education CTT/ICT model of instruction where we have one content and one special education teacher per content class.
- Revamping of the 2010-2011 schedule to include twice weekly content department meetings and twice weekly grade team meetings.
- The ability to individualize and personalize professional development through our content department meetings lead by a lead teacher.

Significant Aids to Our School's Continuous Improvement for 2010-2011

- Annual School Goals are explicitly communicated to the community and tied directly to department and teacher's professional goals.
 - Differentiate instruction professional development to better meet needs of students at all levels
 - Set measurable learning goals in all content areas to better meet individual student needs

- Develop teacher understanding of higher order thinking skills and strategies through differentiated and personal teaching goal
- Incorporate the gradual release of responsibility into all classroom lessons.
- Enrollment with the Teacher Effectiveness Pilot
- Professional Development is differentiated depending on the needs of the individual teachers, grade teams and department. Major initiatives are focused at all grade levels through our afterschool professional development and then support is delivered through content department meetings. Individual support is then given depending on where the individual, grade, etc. are on the continuum of meeting school, department, and professional teaching goals.
- We have a dedicated, committed and supportive faculty and staff who regularly attend after-school professional development, teaching during our afterschool tutoring program and participate in whole school weekend activities including professional development retreats.
- Physical location of grades in our school – All 6th grade, 7th grade, and 8th grade classrooms and advisories are grouped together to allow easier transitions and safer hallways.
- Block scheduling allows for longer periods of core content area instruction
- Hiring of an experienced parent coordinator and assistant principal to facilitate parent communication and form our student support team.
- The formation and creation of a student support team consisting of the AP, Parent Coordinator, Dean, and 3 Guidance Counselors to undertake discipline, parent and home issues that arise for a core group of our students.
- Addition of an everyday advisory for our students – small group instruction around character development and conflict resolution as well as targeted ELA and Math instruction.
- An afterschool tutoring program focused in our lowest performing students with an average teacher/student ratio of 5:1.
- Partnership with Morningside to train our staff and students on peer mediation during the school day.
- Partnership with RAMAPO to train our support staff on specific behavior interventions and
- Conceptual Consolidation of Title I funds allows the school to spend both Title I and Tax Levy monies smartly.

Significant Barriers to Our School's Continuous Improvement for 2010-2011

- Only one teacher on each grade in each subject area.
- High percentage of Special Education Students – our average for 2010-2011 is approximately 25%.
- Limited space does not allow us to offer as diverse a curriculum as we would like both during the school day and after school hours
 - We share our building with 3 other schools and afterschool Beacon Program
- Limited budget does not allow us to offer the technology for every student for our research and project-based curriculum

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Goal #1 ELA: Students will improve their proficiency in English Language Arts - 7th & 8th Grade students who scored in the level 1 proficiency range on the 2010 NY State ELA will increase their proficiency as measured on the 2011 NY State ELA.

Goal #2 Math: Students will improve their proficiency in Mathematics - 7th & 8th Grade students who scored in the level 1 proficiency range on the 2010 NY State Math will increase their proficiency as measured on the 2011 NY State Math.

Goal #3 Differentiation: Teachers will differentiate their lesson to meet the needs of a diverse range of student needs – Lead teachers, who participate in our differentiation professional development, will increase the use of differentiation in their department lessons as measured by instructional walkthrough feedback to teachers and informal observations.

Goal #4 Attendance: Maintain and improve student attendance - The school-wide student attendance rate will be at least 92.5% for the year.

Goal #5 Parental Involvement: Increase parent participation and involvement – Parent attendance and participation at meetings and workshops will increase by 25% as measured against last year's attendance.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Students will improve their proficiency in English Language Arts</p> <p>7th & 8th Grade students who scored in the level 1 proficiency range on the 2010 NY State ELA will increase their proficiency as measured on the 2011 NY State ELA.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1) After-school Instruction: <ul style="list-style-type: none"> • Provide After-school Tutoring, funded with Title I monies, to all students who scored a level 1 proficiency rating on NYS ELA. • After-school Instruction groups will be determined by student performance on periodic assessments and scale scores in ELA. • After-school Instruction will be targeted skills and standards based. • Small teacher to student ratios 5:1 or less • Bi-monthly data days to examine student work, progress and assessments in the after-school program 2) Common Planning: <ul style="list-style-type: none"> • 68-minute blocks of common planning for all ELA teachers twice a week and monthly after-school data sessions. • Facilitated by an ELA lead teacher. • Includes unit planning, lesson planning and data analysis of student work and periodic assessments. • Creation of custom targeted skill assessments through Acuity. 3) Inquiry Team Data Analysis: <ul style="list-style-type: none"> • ELA Inquiry team focuses on ELA skills for students scoring in the level 1 proficiency range. • Observations and interventions for target population. • Professional Development on the creation of tiered and differentiated lessons provided by our network. • In-depth analysis of data from periodic assessments and NYS assessments. • Conducting professional development to all staff members on the use of data. (report card analysis,

	Acuity analysis, etc.)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><u>Our budget will be used for:</u></p> <ul style="list-style-type: none"> • ELA Lead Teacher • Per Session for Afterschool ELA Tutoring program • Per Session for weekly afterschool professional development <p><u>Scheduling will be done to allow for:</u></p> <ul style="list-style-type: none"> • Twice weekly ELA common planning • 68-minute blocks of instruction in 7th & 8th grades
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Administration, Inquiry Team Members and ELA Teachers will consistently utilize periodic assessment data to monitor progress of students in the level 1 proficiency range in ELA through Common Planning and ELA Inquiry Team meetings. Specific measurable data from both the predictive and diagnostic periodic assessments used to assess student progress include:</p> <ul style="list-style-type: none"> • Class performance data • Individual student performance data. • Specific content/skills data from custom targeted assessments created through Acuity.

Subject/Area (where relevant): MATH

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Students will improve their proficiency in Mathematics 7th & 8th Grade students who scored in the level 1 proficiency range on the 2010 NY State Math will increase their proficiency as measured on the 2011 NY State Math.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>1) After-school Instruction:</p> <ul style="list-style-type: none"> • Provide After-school Tutoring, funded with Title I monies, to all students who scored a level 1 proficiency rating on NYS Math. • After-school Instruction groups will be determined by student performance on periodic assessments and scale scores in Math. • After-school Instruction will be targeted skills and standards based. • Small teacher to student ratios 5:1 or less • Bi-monthly data days to examine student work, progress and assessments in the after-school program <p>2) Common Planning:</p> <ul style="list-style-type: none"> • 68-minute blocks of common planning for all Math teachers twice a week and monthly after-school data sessions. • Facilitated by a math lead teacher. • Includes unit planning, lesson planning and data analysis of student work and periodic assessments. • Creation of custom targeted skill assessments through Acuity. <p>3) Inquiry Team Data Analysis:</p> <ul style="list-style-type: none"> • Math Inquiry team focuses on math skills for students scoring in the level 1 proficiency range. • Observations and interventions for target population. • Professional Development on the creation of tiered and differentiated lessons provided by our network. • In-depth analysis of data from periodic assessments and NYS assessments. • Conducting professional development to all staff members on the use of data. (report card analysis, Acuity analysis, etc.)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><u>Our budget will be used for:</u></p> <ul style="list-style-type: none"> • Math Lead Teacher • Per Session for Afterschool Math Tutoring program • Per Session for weekly afterschool professional development <p><u>Scheduling will be done to allow for:</u></p> <ul style="list-style-type: none"> • Twice weekly Math common planning • 68-minute blocks of instruction in 7th & 8th grades

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Administration, Inquiry Team Members and Math Teachers will consistently utilize periodic assessment data to monitor progress of students in the level 1 proficiency range in Math through Common Planning and Math Inquiry Team meetings. Specific measurable data from both the predictive and diagnostic periodic assessments used to assess student progress include:

- Class performance data
- Individual student performance data.
- Specific content/skills data from custom targeted assessments created through Acuity.

Subject/Area (where relevant): Professional Development

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Differentiation: Teachers will differentiate their lesson to meet the needs of a diverse range of student needs Lead teachers, who participate in our differentiation professional development, will increase the use of differentiation in their department lessons as measured by instructional walkthrough feedback to teachers and informal observations.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • All Lead Teachers will attend monthly Professional Development sessions around differentiation • Departments will complete a professional teaching goal around differentiation • Lead Teachers attending these professional development sessions will also complete inter-visitations with other network schools including X331, X339, X175. • Lead teachers turnkey professional development to their department teams during twice weekly common planning time. • Differentiation strategies include think-dots, anchor activities, cubing, • All lead teachers will participate in weekly instructional walkthroughs with administration looking for evidence of differentiation and providing feedback to teachers.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><u>Our budget will be used for:</u></p> <ul style="list-style-type: none"> • Four lead teachers (ELA, SS, Math, Science) • Per Session for after school department inquiry work (TL Inquiry Funds) • Per Session for weekly afterschool professional development <p><u>Scheduling will be done to allow for:</u></p> <ul style="list-style-type: none"> • Twice weekly department common planning facilitated by lead teachers • Monthly whole-day PD sessions around differentiation for lead teachers
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Department Goal on Differentiation</p> <ul style="list-style-type: none"> • Lead Teacher self reflection on whether they met/did not meet their goal <ul style="list-style-type: none"> ➢ Formal and Informal Observations from administration and lead teachers ➢ Feedback from network schools during inter-visitations ➢ Feedback from instructional walkthroughs

Subject/Area (where relevant): Climate & Culture

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Attendance: Maintain and improve student attendance – The school-wide student attendance rate will be at least 92.5% for the year.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1) Parent/Guardian Notification including: <ul style="list-style-type: none"> • Phone calls, letters, and conferences with our pupil support team, home visits and network attendance teachers for students who are absent. 2) School-wide Celebrations including: <ul style="list-style-type: none"> • Perfect attendance awards presented at and PTA Meetings. • Public display of perfect attendance for the month. 3) Hiring additional support staff <ul style="list-style-type: none"> • New AP will lead student support team • Student support team consists of new Parent Coordinator, Dean, New Community Assistant, 3 guidance counselors (two new) and a new school aide. 4) Accurate reporting of student attendance including: <ul style="list-style-type: none"> • Checking late student log against attendance scan sheet. • Verifying daily attendance scan sheets with advisory attendance check
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><u>Our budget will be used for:</u></p> <ul style="list-style-type: none"> • Hiring additional support staff including AP, Dean, Guidance Counselors, School Aids and Parent Coordinator • Per Session for community and family outreach <p><u>Scheduling will be done to allow for:</u></p> <ul style="list-style-type: none"> • Addition of an Advisory period everyday into the schedule
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> 1) Parent/Guardian Notification <ul style="list-style-type: none"> • A parent/guardian phone log will be completed by our teachers and student support staff • Parent/Guardian conferences for attendance and home visits will be documented by our guidance counselors via iLog. 2) School-wide Celebrations

- Monthly Perfect Attendance Class lists will be posted on grade team bulletin boards
- Quarterly Perfect Attendance Award Certificates will be distributed to students.

3) Accurate Attendance Reporting

- A student late book will be kept in the main office and checked against attendance scan sheets before scanning is completed.
- Attendance will be daily cross-referenced with advisory attendance check.

Subject/Area (where relevant): Climate & Culture

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Parental Involvement: Increase parent participation and involvement</p> <p>Parent attendance and participation at meetings and workshops will increase by 25% as measured against last year’s attendance.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Conduct parent workshops, both during the day and in the evenings • Lead by parent coordinator, student support staff or teachers • Initial topics include gang awareness, high school articulation, fundraising, math homework help, ELA homework help, ARIS Parent Link
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><u>Our budget will be used for:</u></p> <ul style="list-style-type: none"> • Incentives, Prizes & Food for parent meetings • Per Session for community and family outreach • Addition of a Parent Coordinator and a Family Associate <p><u>Scheduling will be done to allow for:</u></p> <ul style="list-style-type: none"> • Schedule workshops for morning and nighttime
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Parent use of ARIS Parent Link • Attendance and sign-in sheets at parent workshops • Agendas of Parent workshops

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K								
1								
2								
3								
4								
5								
6	62	57	16	23	25			
7	57	60	22	24	25			
8	59	59	21	28	30			
9								
10								
11								
12								

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>After-school Instruction:</p> <ul style="list-style-type: none"> • Provide After-school Tutoring, to all students who scored a level 1 proficiency rating on NYS ELA. • After-school Instruction groups will be determined by student performance on periodic assessments and scale scores in ELA. • After-school Instruction will be targeted skills and standards based. • Small teacher to student ratios 1:5 or less • Bi-monthly data days to examine student work, progress and assessments in the after-school program <p>Academic Advisory:</p> <ul style="list-style-type: none"> • 37.5 minutes Monday – Thursday of targeted skills instruction • Students are grouped according to level and have teacher to student ratio of 1:10
Mathematics:	<p>After-school Instruction:</p> <ul style="list-style-type: none"> • Provide After-school Tutoring, to all students who scored a level 1 proficiency rating on NYS Math. • After-school Instruction groups will be determined by student performance on periodic assessments and scale scores in Math • After-school Instruction will be targeted skills and standards based. • Small teacher to student ratios 1:5 or less • Bi-monthly data days to examine student work, progress and assessments in the after-school program <p>Academic Advisory:</p> <ul style="list-style-type: none"> • 37.5 minutes Monday – Thursday of targeted skills instruction • Students are grouped according to level and have teacher to student ratio of 1:10
Science:	<p>After-school Tutoring:</p> <ul style="list-style-type: none"> • After-school Instruction groups will be determined by student performance on periodic assessments and scale scores in Science • After-school Instruction will be targeted skills and standards based. • Small teacher to student ratios 1:5 or less • Partnership with Urban Advantage for Science instruction <p>Academic Advisory:</p> <ul style="list-style-type: none"> • 37.5 minutes Monday – Thursday of targeted skills instruction • Students are grouped according to level and have teacher to student ratio of 1:10
Social Studies:	<p>Academic Advisory:</p> <ul style="list-style-type: none"> • 37.5 minutes Monday – Thursday of targeted skills instruction • Students are grouped according to level and have teacher to student ratio of 1:10

At-risk Services Provided by the Guidance Counselor:	Individual & Small Group Counseling <ul style="list-style-type: none"> • As needed, during the day • Small groups divided by both grades and topics (i.e. bereavement)
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	N/A
At-risk Health-related Services:	N/A

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) 6-8 Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

- I. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children’s education and to inform them about the state standards and assessments.
- II. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.
- III. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

- IV. Professional Development (2009-2010 activities): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

Section III. Title III Budget :

School: East Flatbush Community Research School BEDS Code: 331800010581

Allocation Amount: \$0.00		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem		
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional		

materials. Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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.

At The East Flatbush Community Research School we use a variety of data to assess our school's written translation and oral interpretation needs. The main source of data is the Home Language Survey, given in the parents' native language, indicating which language is spoken at home. In addition we use the results of the Learning Environment Survey help us assess. The vast majority (over 85%) of our parents' home language is English and therefore written communication is provided in English. When translation services are required, our bilingual staff members provide both written and oral translation in the languages of Spanish, French, and Haitian Creole. We also utilize DOE translation services when required for our Arabic speakers.

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.

When written translation and oral interpretation are needed, our school seeks out translation services offered by the DOE. In addition, our bilingual staff members provide immediate translation and interpretation services in Spanish, French, and Arabic. This is reported to the school community through the PTA, parent coordinator, staff members, and parent requests for translations.

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.

Our bilingual staff members provide written translation for small documents and letters in Spanish, French, and Arabic on a needs basis. For lengthier documents or documents needed in Haitian Creole and the above languages, we utilize the DOE's written translation services. Our parent coordinator is the point person for submitting documents for translation.

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.

Our bilingual staff members provide oral interpretation in Spanish, French, and Arabic on a needs basis. For lengthier conferences or interpretations needed in Haitian Creole, we utilize the DOE's interpretation phone hotline during parent teacher conferences. We also utilize other staff members in our campus of 4 schools for oral Haitian-Creole translations on a needs basis.

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>.

Our school provides parents with information about the languages available for translation. We provide our parents with a copy of the Bill of Parent Rights and Responsibilities in their native languages of Spanish, French, Haitian Creole and Arabic.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$170,225	\$67,438	\$237,663
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1,702	\$674	\$2,377
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$8,511	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$17,023	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Please refer to pages 11 & 12.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Are consistent with and are designed to implement State and local improvement, if any.

Please refer to pages 11, 12, 13 & 14.

3. Instruction by highly qualified staff.
 - **Communicate with Human Resources to ensure that pedagogue is teaching within his/her licensed area**
 - **Review lessons regularly**
 - **Meet with teachers on a regular basis**
 - **Learning Walks with instructional cabinet**
 - **Informal and formal Observations**
 - **Twice weekly grade team and department meetings**
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
 - **Conduct a needs assessment at the beginning of the school year**
 - **Provide informative workshops to help teachers understand the relevant data and how to effectively utilize it within their classroom**
 - **Support enrollment and participation in outside professional development opportunities (i.e. National conferences, local workshops, college courses, etc.)**
 - **Overnight retreat for all staff members around the book *Better Teaching through Structured Learning***
 - **Allow teachers the opportunity to "turn-key" information obtained during outside workshops**
 - **Visit other schools that demonstrate best practices**
 - **Please refer to page 18 for professional development goal**
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - **Make evident to any visitor that EFCRS is a well structured and disciplined learning environment that supports growth and has high expectations from both teachers and students**
 - **Use our network in the recruitment of highly qualified teachers since their reputation is one of excellence**
 - **Have exemplary work posted throughout the building so that teachers applying for a position at EFCRS will notice the caliber of work expected from both students and teachers**
 - **Have teacher applicants provide a writing sample during their interview process to assess their ability as it connects to their expectations from students**

6. Strategies to increase parental involvement through means such as family literacy services.
 - **Administer a needs assessment**
 - **Provide workshops for both the SLT and PA based on the results of the needs assessment by in-house school personnel**
 - **Allocate 1% of Title I funds to purchased appropriate lecturers/presenters for needed workshops**
 - **Please refer to page 20 for our parent involvement goal.**

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
 - **Teachers and administrative staff will review various assessment/diagnostic products collaboratively to determine which assessment/diagnostic to implement**
 - **Participate in the Teacher Effectiveness pilot were teachers in consultation with the principal design teacher created assessments that assess students performance and growth in their subject area.**
 - **Upon receiving the data, teachers and administrative staff will review the data to determine the appropriate interventions required to support student learning, differentiate instruction and provide additional services when needed**
 - **Teachers and will meet twice weekly to constantly review and evaluate student work during department team meetings.**

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
 - **Diagnostic assessments given at the beginning of the school year and at the begging of units of study will provide relevant data to target students below proficiency levels as will data from State assessments and teacher input (grades; portfolios)**
 - **Lead teachers will provide training and support to teachers working with students experiencing difficulty**
 - **Teachers, including lead teachers will be required to "push-into" classes to reduce the teacher to student ratio**
 - **An afterschool tutoring program with high school students will provide additional support**
 - **The advisory program will be as a means of providing support to students in need through academic advisory.**
 - **Continual monitoring of student work and data will be reviewed bi-weekly throughout the year**
 - **Please refer to pages 13-17 for our ELA and Math goals**

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

- Student support staff (AP, guidance counselors, dean) weekly meetings to support, discuss, and come up with action plans for our most at-risk youth
- Partnership with Interborough to provide crisis counseling

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally,

the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$170,225	✓	13-21, 25-26
Title I, Part A (ARRA)	Federal	✓			\$67,438	✓	13-21, 25-26
Title II, Part A	Federal	✓		✓	N/A	N/A	N/A
Title III, Part A	Federal			✓	N/A	N/A	N/A

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title IV	Federal			✓	N/A	N/A	N/A
IDEA	Federal	✓			\$196,739	✓	13-21, 25-26
Tax Levy	Local	✓			\$1,428,316	✓	13-21, 25-26

PART D – TARGETED ASSISTANCE SCHOOLS

NOT RQUIRED

APPENDIX 5

NOT REQUIRED

APPENDIX 6

NOT REQUIRED

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

7

2. Please describe the services you are planning to provide to the STH population.

Funds are used to provide our STH population with at-risk counseling and academic intervention services.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	East Flatbush Community Research School					
District:	18	DBN:	18K581	School		331800010581

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded	v	
	2		6		v	10			

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		92.6	92.5	89.4
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	0	0	0		87.4	86.5	91.0
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	53	88	94	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	90	64	72		60.0	84.5	72.5
Grade 8	0	100	74				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		2	6	8
Grade 12	0	0	0				
Ungraded	0	0	1	Recent Immigrants - Total Number:			
Total	143	252	241	(As of October 31)	2007-08	2008-09	2009-10
					4	2	6

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	12	11	Principal Suspensions	19	18	64
# in Collaborative Team Teaching (CTT) Classes	17	29	26	Superintendent Suspensions	2	2	28
Number all others	14	16	19				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	9	17	25
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	4	4	4
# receiving ESL services only	7	19	TBD				
# ELLs with IEPs	0	3	TBD				

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals			
(As of October 31)	2007-08	2008-09	2009-10
	0	0	2

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	1	12	% fully licensed & permanently assigned to this school	100.0	100.0	96.0
				% more than 2 years teaching in this school	0.0	0.0	28.0
				% more than 5 years teaching anywhere	11.1	17.6	28.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	67.0	71.0	72.0
American Indian or Alaska Native	0.7	0.4	0.0	% core classes taught by "highly qualified" teachers	77.8	100.0	94.9
Black or African American	91.6	94.4	94.6				
Hispanic or Latino	5.6	3.6	4.1				
Asian or Native Hawaiian/Other Pacific	1.4	0.4	0.4				
White	0.0	0.8	0.8				
Male	61.5	64.3	65.6				
Female	38.5	35.7	34.4				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:		Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v					
Ethnicity							

American Indian or Alaska Native	-	-					
Black or African American	v	v					
Hispanic or Latino	-	-					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial	-	-					
Students with Disabilities	-	-					
Limited English Proficient	-	-					
Economically Disadvantaged	v	v					
Student groups making	3	3					

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:	NR				
Overall Score:	17.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	2.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	10.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.5						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
 Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf



The East Flatbush Community Research School
905 Winthrop Street, 3rd Floor
Brooklyn, NY 11203
718-773-3059 Fax: 718-773-3827
www.efcrs.org
David Manning, Principal

East Flatbush Community Research School (K581) and the parents of the students participating in activities, services, and programs funded by Title 1, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-11

East Flatbush Community Research School **SCHOOL-PARENT INVOLVEMENT POLICY** **& SCHOOL-PARENT COMPACT**

East Flatbush Community Research School (K581), and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share that responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2010-2011.

PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The East Flatbush Community Research School will:

- **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
 - *In order to provide a high quality curriculum and instructional program, all educators need to make the commitment of becoming life long learners. Anthony Alvarado states, "How well the teachers are learning determines how well the students are learning." Our teachers will meet weekly with lead teachers and/or the principal to review data, review and revise curriculum and determine appropriate instructional materials. The teachers will work collaboratively to better differentiate instruction so that students meet all state standards.*



The East Flatbush Community Research School
905 Winthrop Street, 3rd Floor
Brooklyn, NY 11203
718-773-3059 Fax: 718-773-3827
www.efcrs.org
David Manning, Principal

- *Teachers on each grade level/subject area will follow a curriculum map which was developed by appropriately licensed classroom teachers, using State Standards as a guide.*
- *Teachers will use assessments to plan instruction according to their students' needs. Academic intervention will be provided to support struggling students.*
- *The students will be given varied resources to assist them in their educational journey; appropriate text, classroom leveled libraries, access to laptop computers, etc.*

- **Conduct parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**
 - *On November 16, 2010 and February 17, 2011*

- **Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**
 - *Official report cards will be distributed in November, February, April, and June.*
 - *Student Progress Reports will be distributed in October, January, March, and May.*
 - *Parents will be provided access to ARIS as a means of monitoring their child's performance and progress.*

- **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**
 - *Parents can request to see a teacher by either sending a note with their child or calling the main office at 718-773-3059. The teacher will notify the parent of a mutually agreed upon time for the meeting.*
 - *To schedule an appointment with the principal or assistant principal, please call the main office.*

- **Provide parents opportunities to participate in their child's class, and to observe classroom activities, as follows:**
 - *Curriculum night will be conducted during the month of September at which curriculum and classroom expectations will be reviewed.*
 - *Parents can schedule an appointment with their child's teacher to observe any lesson.*



Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- **Supporting my child's learning by making education a priority in our home by:**
 - *making sure my child is on time and prepared everyday for school;*
 - *monitoring attendance;*
 - *talking with my child about his/her school activities everyday;*
 - *scheduling daily homework time;*
 - *providing an environment conducive for study;*
 - *making sure that homework is completed;*
 - *monitoring the amount of television my children watch;*
- **Participating, as appropriate, in decisions relating to my children's education;**
- **Promoting positive use of my child's extracurricular time;**
- **Participating in school activities on a regular basis;**
- **Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate;**
- **Reading together with my child every day;**
- **Providing my child with a library card;**
- **Communicating positive values and character traits, such as Play Fairly, Act Responsibly, Work Together, Show Respect;**
- **Respecting the cultural differences of others;**
- **Helping my child accept consequences for negative behavior;**
- **Being aware of and following the rules and regulations of the school and district;**
- **Supporting the school discipline policy;**
- **Expressing high expectations and offering praise and encouragement or achievement**



PART II OPTIONAL ADDITIONAL PROVISIONS

STUDENT RESPONSIBILITIES

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- ***Come to school ready to do our best and be the best;***
- ***Come to school with all the necessary tools of learning-pens, pencils, books, etc.***
- ***Listen and follow directions;***
- ***Participate in class discussions and activities;***
- ***Be honest and respect the rights of others;***
- ***Follow the school's/class' rules of conduct;***
- ***Follow the school's dress code;***
- ***Ask for help when we don't understand;***
- ***Do our homework every day and ask for help when we need to;***
- ***Study for tests and complete assignments;***
- ***Read every day outside of school time;***
- ***Read at home (with our parents, if appropriate);***
- ***Get adequate rest every night;***
- ***Give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.***

Other Responsibilities

The East Flatbush Community Research School:

- involves parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- involves parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way;
- holds an annual meeting to inform parents of the school's participation in Title I Part A programs, and to explain the Title I Part A requirements, and the right of parents to be involved in Title I Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I Part A programs and will encourage them to attend;



The East Flatbush Community Research School
905 Winthrop Street, 3rd Floor
Brooklyn, NY 11203
718-773-3059 Fax: 718-773-3827
www.efcrs.org
David Manning, Principal

- provides information to parents in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practical, in a language that parents can understand;
- provides to parents information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- at the request of parents, provides opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- provides each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulation (67 Fed. Reg. 71710, December 2, 2002).

SIGNATURES

School Staff-Print Name	Signature	Date
Parent(s)-Print Name(s)		
Student (if applicable)- Print Name		

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 411	District 18	School Number 581	School Name East Flatbush Commun
Principal David Manning		Assistant Principal N/A	
Coach N/A		Coach N/A	
Teacher/Subject Area Christina Conforto/ELA		Guidance Counselor Khadija Sussman	
Teacher/Subject Area Sam Roberts/Math		Parent	
Teacher/Subject Area Alex Guzman/Science		Parent Coordinator Margaret Johnson	
Related Service Provider Beth Brown/ESL		Other Ollie Fields-Thacker/Social St	
Network Leader Emily Sharrock		Other	

B. 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	1	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	242	Total Number of ELLs	26	ELLs as Share of Total Student Population (%)	10.74%
------------------------------------	------------	----------------------	-----------	---	---------------

Part II: 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 those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- 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.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
- 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.
- 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.
- Parents of new arrivals complete a Home Language Identification Survey. Our Parent Coordinator and certified ESL teacher conduct the informal oral interview and the formal initial assessment. If the native language is not English, other members of our staff provide translation into Arabic, Spanish, Haitian Creole and French. The completed HLIS is reviewed by the Principal who determines next steps. The LAB-R is administered by the ESL teacher if necessary and the NYSESLAT is administered in the spring to all eligible students to evaluate our ELLs.
 - During the registration process, parents are informed that the only program choice available at EFCRS is ESL. The other programs are described to the parents and other options are presented. The school reaches out to OSEPO should a parent want another program.
 - Entitlement letters are sent home in student backpacks. The ESL teacher and Parent Coordinator make follow-up phone calls if the Parent Survey and Program Selection forms are not returned.
 - The only program available at EFCRS is ESL so all students are placed into that program. If a parent indicates that they would like a different choice, a referral to OSEPO is made.
 - 100 % of parents choose to have their children in an ESL program.
 - The program model of ESL offered at EFCRS is aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	26	Newcomers (ELLs receiving service 0-3 years)	17	Special Education	5
SIFE	0	ELLs receiving service 4-6	3	Long-Term	6

		years		(completed 6 years)	
--	--	-------	--	---------------------	--

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	17		1	3			6		4	26
Total	17	0	1	3	0	0	6	0	4	26

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0

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																	
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	
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									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							3							3
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							2							2
Haitian							4	4	5					13
French								1						1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							2	1	4					7
TOTAL	0	0	0	0	0	0	11	6	9	0	0	0	0	26

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

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

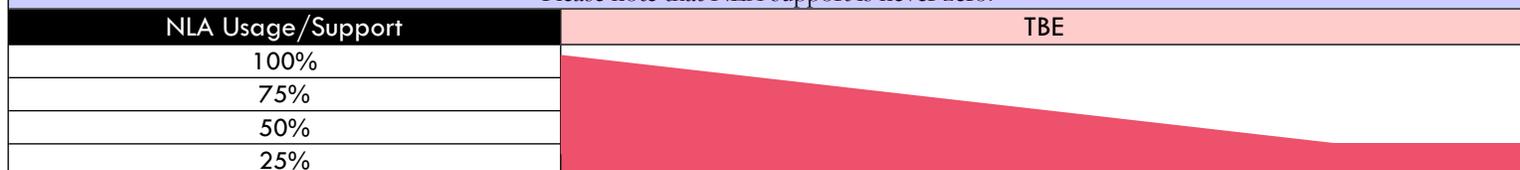
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Arts and Native Language Support

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



	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

E. Parental Involvement

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

Paste response to questions 1-4 here

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							5	2	5					12
Intermediate(I)							2	1	4					7
Advanced (A)							4	3	0					7
Total	0	0	0	0	0	0	11	6	9	0	0	0	0	26

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							1	2	0				
	I							3	0	4				

	A							3	2	3				
	P							2	1	0				
READING/ WRITING	B							4	2	3				
	I							1	1	4				
	A							4	2	0				
	P							0	0	0				

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	3		6		0		0		9
7	4		0		0		0		4
8	5		2		0		0		7
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4		5		2				11
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	9		2		2				13

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
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								

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

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

Paste response to questions 1-6 here

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
--------------	-------	-----------	-----------------

	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		