



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE EAST FLATBUSH COMMUNITY RESEARCH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 18K581

PRINCIPAL: DAVID MANNING **EMAIL:** DMANNING4@SCHOOLS.NYC.GOV

SUPERINTENDENT: BEVERLY WILKINS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Manning	*Principal or Designee	
Guzman	*UFT Chapter Leader or Designee	
Jones	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Roberts	Member/Teacher	
Davis	Member/Teacher	
King	Member/Teacher	
Garcia	Member/Parent	
Soto	Member/Title I Parent	
Chisolm	Member/Parent	
Gibba	Member/Teacher	

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

All English Language Arts teachers will create at least one curriculum unit aligned to Common Core Writing Standard #1 and at least one student task that demonstrates how students were able to read and analyze informational text and write opinions and arguments in response. All Mathematics and Science teachers will create at least one curriculum unit that imbeds Common Core Standards for Mathematical Practice #4 and at least one student task that demonstrates how students were able to model with mathematics.

Comprehensive needs assessment

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

Following the NYCDOE instructional expectations for the 2011-2012 school year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
- b) staff and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) timeline for implementation.

1) *Common Planning/Department Meetings:*

- *Weekly common planning for all content teachers and monthly after-school data sessions.*
- *Facilitated by AP of Instruction*
- *Includes unit planning, lesson planning and data analysis of student work and periodic assessments.*

2) *After-School Professional Development Sessions:*

- *Common Core Standards*
- *Student Task Design*
- *Analysis of Student Work Samples*
- *UBD Design*
- *Targeted by department & teacher need*

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

See PIP "School Responsibilities" and "Other Responsibilities"

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

We will attend district and borough-wide hiring fairs as well as host open houses

Partnership with NYC Teaching Fellows

2nd year Pilot School in Talent Management Pilot

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

N/A

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

We will use FSF and Title one to offer per session professional development to our teachers.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

85% of students who scored in Level 1 on the 2010-2011 New York State ELA will show at least one year of growth as measured by their performance on the Performance Series Assessment.

Comprehensive needs assessment

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

Data from 2011 NY State ELA Assessment indicate that 22% of our current students scored in Level 1, 57% scored in Level 2, and only 14% scored in Level 3 (7% are exempt or new admits)

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

1) *Intervention AIS:*

- *Twice weekly small group pull-out sessions targeting level 1 students.*
 - *Use “Rewards” for low-level readers (decoding)*
 - *Use “Achieve 3000” for comprehension*
- 2) *Targeted Extended Day Instruction*
- *Small group instruction focusing on ELA skills (inferencing, main idea, cause/effect, etc.)*
 - *Power Paragraph Writing (School created step-by-step guide to writing responses to literature/persuasive writing)*
- 3) *Use of Assessments*
- *Quarterly Writing Assessment Conferences using the Power Paragraph*
 - *Acuity Periodic Assessments using Customized ITA*
 - *Analysis of Student Work Samples during common planning & professional development*

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
See PIP “School Responsibilities” and “Other Responsibilities”

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
We will attend district and borough-wide hiring fairs as well as host open houses
Partnership with NYC Teaching Fellows
2nd year Pilot School in Talent Management Pilot

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
N/A

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
We will use FSF and Title one to offer per session professional development to our teachers. We will use FSF and Title One, as well as NYSTL funds to purchase materials for our intervention programs.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
85% of students who scored in Level 1 on the 2010-2011 New York State Math will show at least one year of growth as measured by their performance on the Performance Series Assessment.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
Data from 2011 NY State Math Assessment indicate that 26% of our current students scored in Level 1, 55% scored in Level 2, and only 15% scored in Level 3 (4% are new admits)

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 - 1) *Intervention AIS:*
 - *Twice weekly small group pull-out sessions targeting level 1 students.*
 - *Use "Math Navigator"*
 - 2) *Targeted Extended Day Instruction*
 - *Small group instruction focusing on Math skills (number sense and operations, algebra, geometry, statistics)*
 - *Power Problem Solving (School created step-by-step guide to solving mathematical problems including mathematical modeling)*
 - 3) *Use of Assessments*
 - *Quarterly Math Problem Solving Assessment Conferences using the Power Problem Solver*
 - *Acuity Periodic Assessments using Customized ITA*
 - *Analysis of Student Work Samples during common planning & professional development*
 - 4) *Weekly Problem of the Week*
 - *Whole school problem of the week utilizing the Power Problem Solver*

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
See PIP "School Responsibilities" and "Other Responsibilities"

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

We will attend district and borough-wide hiring fairs as well as host open houses

Partnership with NYC Teaching Fellows

2nd year Pilot School in Talent Management Pilot

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

N/A

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

We will use FSF and Title one to offer per session professional development to our teachers. We will use FSF and Title One, as well as NYSTL funds to purchase materials for our intervention programs.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
For the 2011-2012 school year, decrease the number of Level 3, 4, and 5 infractions that occur in classrooms by at least 25% compared with 2011-2012.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
After a careful review of OORS (incidents) and SOHO (suspensions) data, we concluded that the majority of incidents were occurring in the classroom (60%+)

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 - 1) *Common Planning/Grade Team Meetings:*
 - *Weekly common planning for all grade teams and monthly after-school data sessions.*
 - *Facilitated by AP of Student Support*
 - *Include using RAMAPO for Children tools (creating behavioral intervention plans*
 - 2) *After-School Professional Development Sessions:*
 - *RAMAPO (de-escalating conflicts, setting up classroom systems & routines, creating a behavioral intervention plan, setting classroom non-negotiables and rules*
 - *Classroom Management*
 - *Analysis of Behavior Intervention Plans*
 - 3) *Pupil Personnel Team:*
 - *AP of Student Support, 2 guidance counselors, Dean/SPED coordinator*
 - *Analysis of Behavior Intervention Plans*
 - *Planning & Conducting classroom lessons (anti-bullying, discipline code, etc.)*

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
See PIP "School Responsibilities," "Other Responsibilities," and "Student Responsibilities"

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
We will attend district and borough-wide hiring fairs as well as host open houses

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Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

N/A

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

We will use FSF and Title one to offer per session professional development to our teachers.

Network FSF funds will be used to provide RAMAPO training

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

All teachers will be observed at least 6 times per year, both informally and formally and be provided written and oral feedback for each observation based on Danielson's Framework for Teaching.

Comprehensive needs assessment

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

Following the NYCDOE instructional expectations for the 2011-2012 school year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
- b) staff and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) timeline for implementation.

1) *Talent Management Pilot Participant (Year 2)*

- *Pilot teacher ratings using Danielson's Framework for Teaching*
- *Monthly PD for administrators focusing on norming ratings and feedback using Danielson's framework*
- *Weekly visit from Talent Management Coach focusing on classroom observations and providing quality feedback based on Danielson's Framework for Teaching*

2) *Informal Observations:*

- *At least 4 informal observations for all teachers*
- *Consisting of written feedback (email) followed by a face-to-face meeting with teacher for each observation.*

3) *Formal Observations:*

- *At least 2 formal observations for all teachers*
- *Consisting of written feedback with a rating aligned to Danielson's rubric preceded and followed by a face-to-face meeting with teacher for each observation.*

4) *Teacher Goals*

- *Teacher created goals for each of the 6 competencies in Danielson's Framework for Teaching*

5) *Mid-year and End-of-year Conversations*

- *Formal meeting between teacher and administration*
- *Teacher receives rating based on observations using Danielson's Framework for Teaching*
- *Teacher and Administrators revise and set goals based on 6 competencies in Danielson's Framework for Teaching*

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

See PIP "School Responsibilities" and "Other Responsibilities"

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

We will attend district and borough-wide hiring fairs as well as host open houses

Partnership with NYC Teaching Fellows

2nd year Pilot School in Talent Management Pilot

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

N/A

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

We will use FSF and Title one to offer per session professional development to our teachers.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- Students in Grades 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.

	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			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	83	75			25	2		
7	68	79			30	2		
8	72	73			25	2		
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	1 – Rewards, Achieve 3000, Extended Day 2 – Small group and one-to-one 3 – During morning extended day and two periods per week during the school day
Mathematics	1 – Math Navigator, Extended Day 2 – Small group and one-to-one 3 – During morning extended day and two periods per week during the school day
Science	
Social Studies	
At-risk Services provided by the Guidance Counselor	1, 2 Group and individual counseling sessions on a variety of topics including gang awareness, bereavement, anti-bully, etc. 3 – Services provided during school hours
At-risk Services provided by the School Psychologist	1, 2 Individual counseling sessions for at-risk youth and social and emotional evaluations 3 – Services provided during the school hours
At-risk Services provided by the Social Worker	
At-risk Health-related Services	

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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 2010-2011

**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 2011-2012.

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.*

- *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 17, 2011 and February 28, 2012*
- **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 or emailing davidm@efers.org. 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:**
 - *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 or responding when appropriate to our automated phone calling through Global Connect;**
- **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;**
- **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).**

EAST FLATBUSH COMMUNITY RESEARCH SCHOOL
SCHOOL-PARENT INVOLVEMENT POLICY
& SCHOOL-PARENT COMPACT

SIGNATURE S

School Staff-Print Name	Signature	Date
David Manning, Principal		11/17/11
Parent(s)-Print Name(s)		
Student (if applicable)- Print Name		

- Twice-weekly, full period, small group, pull-out intervention periods based on students reading level
- Using the program Rewards for students with below a 3rd Grade Reading Level
- Using the program Achieve 3000 for students below reading grade level, which focuses on reading skills and comprehension
- Professional Development
 - After-school professional development series provided by Principal, Assistant Principal and outside vendors for all staff:
 - RAMAPO: development around classroom management and behavior modification strategies
 - Workshop Model: development around objective writing aligned to standards, skills and strategies and, teacher moves and strategies for each step in the Workshop Model including differentiation and checks for understanding strategies
 - Curriculum Development: development around the creation and implementation of units of study using the Understanding by Design Templates and integration of Common Core and State Standards. Integration on common core performance tasks into units
 - Teacher Effectiveness: development around teaching practice using the Danielson *Framework for Teaching* as a lens.
 - Special Education – development in different methods of instructional delivery to meet the needs of our students with disabilities. Includes differentiation strategies and IEP writing
 - Targeted content and grade team professional development through department meetings, grade team meetings, observations, and network supported interventions
 - RAMAPO: individual observation and coaching sessions for teachers around classroom management and behavior modification. Grade team coaching
 - Workshop Model: department meetings around all steps of workshop model including integration of differentiation and checks for understanding techniques
 - Targeted ELA Curriculum Development: development around the creation and implementation of units of study using the Understanding by Design Templates and integration of Common Core and State Standards. Integration on common core performance tasks into units
 - ELA Intervention: development in the intervention programs Rewards and Achieve 3000 for ELA intervention teachers and staff
 - Network ELA specialist: weekly visits and individual observations and coaching sessions provided by our Network ELA specialist to all ELA and Social Studies teachers
 - Weekly special education department meetings facilitated by special education lead teacher providing individual observation and coaching sessions and IEP writing guidance

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

Per Session for teachers to attend weekly after-school professional development sessions:

- After-school professional development series provided by Principal, Assistant Principal and outside vendors for all staff:
 - RAMAPO: development around classroom management and behavior modification strategies
 - Workshop Model: development around objective writing aligned to standards, skills and strategies and, teacher moves and strategies for each step in the Workshop Model including differentiation and checks for understanding strategies
 - Curriculum Development: development around the creation and implementation of units of study using the Understanding by Design Templates and integration of Common Core and State Standards. Integration on common core performance tasks into units

- Teacher Effectiveness: development around teaching practice using the Danielson *Framework for Teaching* as a lens.
- Special Education – development in different methods of instructional delivery to meet the needs of our students with disabilities. Includes differentiation strategies and IEP writing

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Assistant Principal of Instruction and lead teachers mentor new teacher. Provide one-to-one coaching sessions, observations and facilitate curriculum development, lesson planning, and IEP writing.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

- Use the NYC DOE's template for letter to parents
- Use Title I translation funds to translate letter
- Additionally inform parents during January PTA meeting and presentation
 - Use letters home to inform meeting agenda
 - Use automated phone message service (Global Connect) to inform meeting date, time and agenda

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Michael Alcott	District 18	Borough Brooklyn	School Number 581
School Name East Flatbush Community Research School			

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

Principal David Manning	Assistant Principal Christina Conforto
Coach	Coach
ESL Teacher Beth Brown	Guidance Counselor Vivian Torres-Figueroa
Teacher/Subject Area Stephanie King/ELA	Parent Fabiana Soto
Teacher/Subject Area	Parent Coordinator Margaret Johnson
Related Service Provider	Other
Network Leader Michael Alcott	Other Jaquelyn Bell

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	275	Total Number of ELLs		ELLs as share of total student population (%)	0.00%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Push-In														0
Total	0													

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

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

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

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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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													
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-7 here

Courses Taught in Languages Other than English ⓘ

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

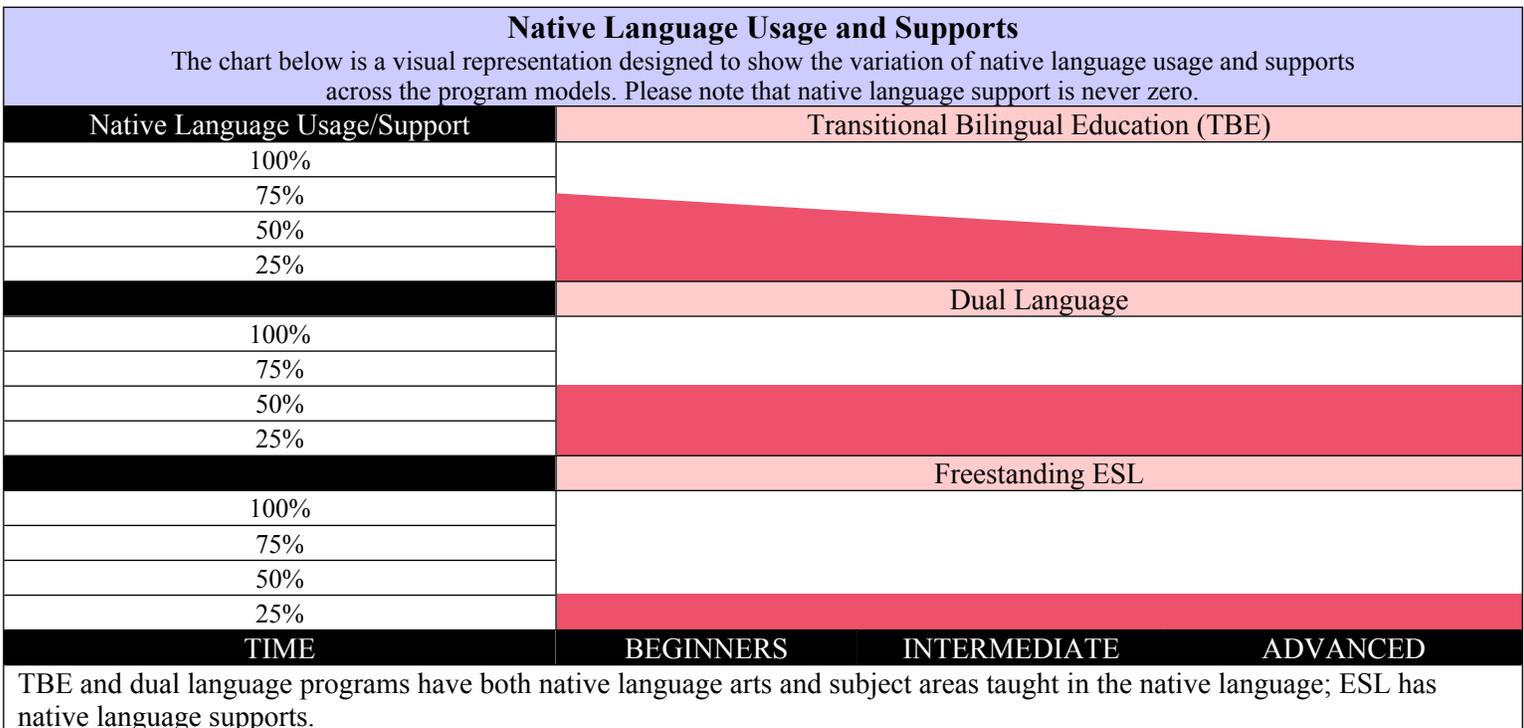
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Math:	
Science:	

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



B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 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)?

Paste response to questions 1-5 here

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0

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

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

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

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

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

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 18K581 **School Name:** East Flatbush Community Research

Cluster: 4 **Network:** 411

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

Part A: Needs Assessment Findings

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

We use the Home Language Survey data to assess what languages we need to offer both written and oral translations for our families. The three main languages are Haitian-Creole (including French Haitian-Creole and French), Spanish and Arabic. We have fluent staff members in all three of those languages to offer both oral and written translation services to our families when they visit our school for formal meetings and informal visits.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The breakdown of language needs is as follows: 242 English; 20 Haitian Creole, French Haitian-Creole, or French; 4 Arabic and 3 Other languages. The information was reported to the school community in our CEP as well as at our September PTA Meeting.

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.

We will use NYC DOE translation services for critical documents sent to families in the language identified in their home language survey. For announcements, flyers, etc., we will use in-house translations from our staff members.

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 three main languages other than English as indicated on the home language survey are Spanish, Haitian Creole, and Arabic. We have three staff members fluent in Spanish available for oral translation as needed, including a licensed guidance counselor. We also have one staff member who is fluent in Haitian Creole and one staff member fluent in Arabic to provide translations. Our ESL teacher is also fluent in French and is able to communicate effectively with Haitian Creole speakers.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

We will follow the Chancellor's regulation, sending all centrally produced documentation in all languages provided by the DOE. For school documents, we will translate and distribute the documents according to the languages listed on Parent's Home Language Survey. If translation services are not available for the document, we will attach a cover sheet in the native language indicating how a parent can request free translation or interpretation of such document. For scheduled meetings we will provide an oral translator for the family either in person by a fluent staff member, or over the phone via the NYC Translation unit.