



**2014-15**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**  
**TITLE I APPENDIX FOR SIG COHORT 4/5 AND SIF SCHOOLS**

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

**18K581**

**School Name:**

**EAST FLATBUSH COMMUNITY RESEARCH SCHOOL**

**Principal:**

**DAVEIDA DANIEL**

**Outline of SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools**

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (SCEP)**

**Section 4: Academic Intervention Services (AIS)**

**Section 5: Expanded Learning Time (ELT)**

**Section 6: Title I Program Information**

**Section 7: Parent Involvement Policy (PIP) and School Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Name: East Flatbush Community Research School School Number (DBN): 18K581  
School Level: Middle Grades Served: 6-8  
School Address: 905 Winthrop Street, 3<sup>rd</sup> fl.  
Phone Number: 718-773-3059 Fax: 718-773-3827  
School Contact Person: Daveida Daniel Email Address: Ddaniel6@schools.nyc.gov  
Principal: Daveida Daniel  
UFT Chapter Leader: Kenneth Llort  
Parents' Association President: Lynette Bourne  
SLT Chairperson: Stephanie King  
Student Representative(s): N/A

**District Information**

District: 18 Superintendent: Beverly Wilkins  
Superintendent's Office Address: 1106 East 95<sup>th</sup> Street  
Superintendent's Email Address: bwilkins@schools.nyc.gov  
Phone Number: 718-566-6008 Fax: \_\_\_\_\_

**Cluster and Network Information**

Cluster Number: 4 Cluster Leader: Christopher Groll  
Network Number: 411 Network Leader: Elsye Doti

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

**Directions:**

- I. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
- II. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
- III. The original signed 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 (Blue Ink)
Daveida Daniel	*Principal or Designee	
Kenneth Llort	*UFT Chapter Leader or Designee	
Lynette Bourne	*PA/PTA President or Designated Co-President	
Michael Quick	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>	
Kenya George	CBO Representative, if applicable	
Christopher Padmore	Assistant Principal	
Stephanie King	SLT Chairperson/ UFT	
Ms. Azzubaidi	Member /Parent	
Ms. Tyree Phillip	Member/ Parent	
Karenza Coke	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the SCEP, not approval.

**Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan**

**Title I Appendix for SIG Cohort 4/5 and SIF Schools**

The SIG Cohort 4/5 and SIF plans are meant as tools to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP Title I Appendix development informed by the Capacity Framework. Additional information is available in the Comprehensive Educational Planning [Comprehensive Educational Planning Memorandum](#).

**The Capacity Framework and SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools**

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The SIG Cohort 4/5 and SIF plans will serve as the whole school reform models and will reflect this focus. The plans should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement.

<b>The Six Elements of the Capacity Framework</b>	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators, and other quantitative and qualitative data.

### NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for the Development of the SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

SLTs will utilize their SIG Cohort 4/5 and SIF plans as their whole school reform model and will complete an SCEP Appendix to address the federal requirements for Title I and NCLB. SLTs have the option to either reference information from their approved SIG or SIF plan within the Appendix or craft their own statements to respond to each required element. You can find the approved plans posted on the following websites:

SIG Cohort 4: <http://www.p12.nysed.gov/turnaround/SIG4.2Applications.html>

SIG Cohort 5: <http://www.p12.nysed.gov/turnaround/SIG5Applications.html>

SIF Round 3: <http://www.p12.nysed.gov/turnaround/SIF3.html>

School Leadership Teams should engage in the following steps related to their SIG/SIF plans and SCEP Appendix:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, incorporate these findings as you begin to develop your annual SIG/SIF renewal plan. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 3:** Revisit your school's initial SIG/SIF goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and ELT program description.
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

**Section 4: Academic Intervention Services (AIS)**

***(Required for All Schools)***

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<b>English Language Arts (ELA)</b>	<ul style="list-style-type: none"> <li>• Student performance on the DRP assessment</li> <li>• Students with an IEP</li> <li>• Student performance on Interim Assessments</li> <li>• Student Performance on the State ELA exam</li> </ul>	<ol style="list-style-type: none"> <li>1. Achieve 3000</li> <li>2. Guided Reading Program</li> <li>3. Scholastic Read 180 Program</li> <li>4. Iready Online Reading Program</li> <li>5. Afterschool Program and Saturday Academy</li> <li>7. REACH 4:1 Tutoring Program</li> <li>8. Literature Circles</li> <li>9. IVY Key SHSAT program</li> </ol> <p>SETSS</p> <p>Wilson Just Words Program</p> <p>LightSail Reading Program</p>	<ol style="list-style-type: none"> <li>7. Small group</li> <li>8. One to One</li> <li>9. Tutoring</li> </ol>	<ol style="list-style-type: none"> <li>1. During the school day</li> <li>2. After-school</li> </ol>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Students with an IEP</li> <li>• Student performance on</li> </ul>	<ol style="list-style-type: none"> <li>1. Math XL (CMP3 online program)</li> <li>2. Iready Online</li> </ol>	<ol style="list-style-type: none"> <li>1. Small group</li> <li>2. One to One</li> </ol>	<ol style="list-style-type: none"> <li>1. During the school day</li> <li>2. After-school</li> </ol>

	<p>Benchmark and Interim Assessments</p> <ul style="list-style-type: none"> <li>• Student Performance on State mathematics examination</li> </ul>	<p>Mathematics Program</p> <ol style="list-style-type: none"> <li>3. Afterschool Program and Saturday Academy</li> <li>4. IVY Key SHAST program</li> <li>5. Integrated Algebra Course</li> <li>6. Engage NY</li> <li>7. Math IXL</li> <li>8. School net</li> </ol>		
<b>Science</b>	<ul style="list-style-type: none"> <li>• Performance Task Assessments</li> <li>• MOSL baseline assessments</li> </ul>	<ol style="list-style-type: none"> <li>1. Urban Advantage Middle School Science Initiative</li> <li>2. UA Literacy Pilot Project (in conjunction with the Museum of Natural History)</li> <li>3. Escience differentiated text online program</li> <li>4. World book Encyclopedia Online Program</li> </ol>	<ol style="list-style-type: none"> <li>1. Small group</li> <li>2. One to One</li> </ol>	<ol style="list-style-type: none"> <li>1. During the school day</li> <li>2. After-school</li> </ol>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• Performance Task Assessments</li> <li>• MOSL Assessments</li> </ul>	<ol style="list-style-type: none"> <li>1. Achieve 3000</li> <li>2. Writing Matters Curriculum</li> <li>3. World book Encyclopedia Online Program</li> <li>4. Student Government Afterschool program</li> </ol>	<ol style="list-style-type: none"> <li>1. Small group</li> <li>2. One to One</li> </ol>	<ol style="list-style-type: none"> <li>1. During the school day</li> <li>2. After-school</li> </ol>

<p><b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Academic Performance</li> <li>• Behavioral Incident Reports logged in Skedula</li> </ul>	<ol style="list-style-type: none"> <li>1. CBO partnership with Counseling in Schools</li> <li>2. CBO partnership with HipHop4Life</li> <li>3. CBO partnership with the Leadership Program</li> <li>4. CBO partnership with University Settlement</li> <li>5. Interboro Mental Health Clinic</li> <li>6. School-wide Advisory course and curriculum</li> <li>7. All male bridge class</li> <li>8. Guidance Counselor</li> <li>9. School Psychologist</li> <li>10. School Social Worker</li> <li>11. Publicolor Organization</li> <li>12. MSQI Harvard Ed Labs Tutoring Program</li> </ol>	<ol style="list-style-type: none"> <li>1. Small group</li> <li>2. One to One</li> <li>3. Tutoring</li> </ol>	<ol style="list-style-type: none"> <li>1. During the school day</li> <li>2. After-school</li> </ol>
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## Section 5: Expanded Learning Time (ELT) Program Description

*(Required for All Priority Schools)*

**Directions:** Expanded Learning Time (ELT) activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority Schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

When completing this section, you may reference your approved SIG/SIF plan, which may address ELT in the following sections:

9. Section A. School Overview
10. Section F. Partnerships
11. Section H. Educational Plan, under Section III. Use of Time
12. Section K. Project Plan and timeline in the section which discusses “leading indicators”
13. Approved Budget Narrative

### **Part 1 – ELT Program Goal(s)**

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2015, we will increase our school day by 2.5 hours to increase academic achievement, enrichment opportunities and school-wide attendance.

By 30% of 183 of our ELT participating students will demonstrate improvement in their reading levels by at least one grade level as measured by their DRP.

Our ELT attendance rate will increase by 15% from 75% to 90%. The enrichment activity offerings will increase by 50% from 5 school-wide selections to 10 as per the EFCRS student interest selection survey.

### **Part 2 – ELT Program Description**

**Part 2a.** Identify the target population(s) to be served by the ELT program.

<b>ELT Program/Activity</b>	<b>Target Population</b>	<b>Partner</b>	<b># Eligible</b>	<b># Hrs/YR</b>
Expanded Day Program	All 6-8 students	University Settlement The Leadership Program Hip Hop 4 Life School Staff	183	450
Enrichment and Tutoring	Students identified as two grades below reading level	University Settlement	46	180
Enrichment Summer Academy	Students below grade level in reading/math  Sped/ELL students	University Settlement The Leadership Program School Staff	75	60
Saturday Academy	Lowest Third and students on the Cusp or proficiency	School Staff	90	30

**Part 2b.** Describe how the school will meet the following SED requirements for an ELT program in a Priority School:

- Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.

- Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
- Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
- Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
- Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

Our ELT program is 2.5 hours which includes one hour of academics, one hour of an enrichment activity, and 30 mins. of Supper, an additional lunch period. We've partnered with 3 community based organizations to provide the following enrichment activities to choose using an interest survey. Activities include art, basketball, cooking, dance, drama, flag football, soccer, steel pan, step team, and student government.

Our programming offers a wide variety of hands-on experiences and skill development for students interested in music, arts, media, politics, and athletics. Our programming incorporates the blended learning model by integrating online programs with direct instruction. Our 6<sup>th</sup> graders use LightSail guided program using iPads while our 7<sup>th</sup> and 8<sup>th</sup> graders use the i-Ready online program for both Math and ELA.

For our at risk population, we have partnered with Publicolor, which is an organization that teaches students painting as a trade/skill. Paint club meets 5 days a week including an all day Saturday program. Through this program, students have the opportunity to build community relationships by painting the school campus with students from the other 2 co-located schools, study under a master painter, and participate in a summer internship program.

Our academic instruction is delivered by NYS certified teachers. Tutors are vetted through HarvardED Labs and a hiring committee which consists of our CBO, University Settlement, and our Assistant Principal of Instruction. Tutors receive on site weekly professional development from The Afterschool Corporation, T.A.S.C.

<b>Part 2c.</b> Is the ELT program voluntary or compulsory?		Voluntary	x	Compulsory
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If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.

### **Part 3 – ELT Program Implementation and Oversight**

**Part 3a.** Who will implement the ELT program? Who will oversee the program?

3. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
4. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.

The Assistant Principal will supervise and run the ELT program with the assistance of our MSEExtra Director from the Middle School Quality Initiative Grant. Other school personnel include 6 teachers, parent coordinator, the community associate and a school aide.

**Part 3b.** Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

The program is run with the following resources:

Human Resources

1 supervisor, 6 teachers, 10 facilitators

CBO partnerships

The Leadership Program  
Counseling in Schools  
University Settlement

Instructional Resources

i-Ready license and software ( an online web-based program which provides differentiated instruction based on student

performance levels)

i-Ready student workbooks (Lessons aligned to the CCLS that target standards not mastered on interim assessments)

LightSail licenses and software (Guided Reading program based on student Lexile level)

Scholastic Guided Reading Kits

Degrees of Reading Power assessments

Schedule Adjustments

Our ELT program starts earlier and includes 30 min. supper. Students receive an additional meal. The school was broken into two groups for each period, and the groups switch after an hour.

**Part 3c.** Timeline for implementation and completion, including start and end dates.

9/8/14 6<sup>th</sup> graders begin programming

9/15/14—7<sup>th</sup> and 8<sup>th</sup> graders begin programming

06/19/14- All students end ELT programming

1/18/14- 4/10/14- Saturday Academy for our school’s lowest third citywide and student performing on the cusp of proficiency.

7/6/15-7/31/14- Enrichment Summer Academy to increase grade level reading comprehension and to increase prerequisite skill development in math.

**Part 4 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.

x	<b>21<sup>st</sup> Century</b>	x	<b>Tax Levy</b>	x	<b>Title I SWP</b>		<b>Title I TA</b>	x	<b>P/F Set-aside</b>		<b>C4E</b>
x	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>	x	<b>Grants</b>		<b>School Success Grant</b>		<b>In Kind</b>

List below any additional fund sources that will be utilized to support achievement of the goal.

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

The benchmarks that we utilize to monitor progress are:

1. Attendance rates
2. I-Ready progress monitors and assessment reports
3. LightSail assessment report
4. KIPP character report card
5. Expanded Day Student Survey

The benchmarks for monitoring progress will be assessed in three cycles. The first mid-point benchmark is scheduled for November 4, 2014. The second mid-point benchmark is scheduled for February 5<sup>th</sup>, 2014, and the last benchmark is scheduled for May 7<sup>th</sup>, 2014. Between the above outlined midpoint check-ins, ELT data will be evaluated and assessed every 6 weeks.

By February 2015, 25% of our students will increase their overall performance placement level by at least one grade level in both math and ELA as assessed by the Degrees of Reading Power assessment.

**Part 5b.** Complete in **February 2015.**

5. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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3. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

## Section 6: Title I Program Information

### Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- When completing this section, you may reference your approved SIG/SIF plan, which may address Title I program information in the following sections:
  - Section E. Instructional Staff under Sections II. & IV.
  - Section G. Organizational Plan under Section I. Training Support and Professional Development
  - Section H. Educational Plan under Section I. Curriculum, II., Instruction and VII., Parent and Community Engagement

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

x	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
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### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

1. Utilize a common lens for instruction and curriculum, create teacher expectation template. Provide evidence based feedback using Charlotte Danielson Framework.
2. Create observation calendars by grade cohorts.
3. Schedule data meetings with teachers to discuss how assessment data is used to inform instructional practices.
4. Develop Professional Development Plans for each staff member using components of Danielson.
5. Teacher Teams will meet weekly to discuss effective teaching practices, look at student work, and use data to plan
6. Two Assistant Principals, two lead teachers, and the network instructional support team will be used to improve teaching practice by providing timely feedback.
7. Written feedback from the formal and informal observations will show progress throughout the year for each teacher to support their improved instructional practices.
8. Teachers will set goals in the first quarter of the year, revise, monitor and adjust midyear, and will receive an end of year evaluation. The observation cycle is aligned to units of study and conducted every 6 weeks.
9. Each teacher team has a coach to facilitate a professional learning community using the inquiry model
10. Utilize Consultancy with Teaching Matters to facilitate ongoing professional development for writing.

In order to recruit and retain highly qualified teachers, we have a hiring committee which includes one assistant principal, two lead teachers and a Sped/ IEP teacher. The hiring committee attends all city-wide hiring fairs as needed. Our network HR director as well as New Teacher Finder serves as resources to assist with finding qualified candidates. Our most qualified teachers serve in leadership roles within the school. We have two lead teachers, and an IEP teacher; all those teachers who serve in a leadership role sit on an administrative or instructional cabinet or a staff development committee.

#### 2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Development of a yearlong PD calendar to reflect the needs of the school community. Revise the calendar monthly to reflect the needs of teacher instructional practices.

Development of a staff development committee to collaboratively plan the monthly professional development plan. Utilize monthly staff surveys to include teacher choice in developing PD plan.

Development of individual teacher improvement plans for developing teachers.

Our CFN network provide monthly professional development and teachers are selected to attend based on need or interest.

In-house professional development is also provided by 2 of our 4 community based organizations.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

Teachers were part of the MOSL committee to determine measures of student learning for both state and local measures.

Development of a staff development committee to collaboratively plan the monthly professional development.

Monthly meetings with the UFT consultation committee to address concerns with assessments

Lead teachers and coaches serve as a liaison between administrative decisions and team need, ex. Unit pacing revisions based on assessments, weeks of administration, etc.

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$219,005	x	Section F. Partnerships (Pg. 70)  Section H. Educational Plan (Pgs. 72-75)
Title I School Improvement 1003(a)	Federal	\$745,000	x	Section F. Partnerships (Pg. 70)  Section H. Educational Plan (Pgs. 72-75)
Title I Priority and Focus School Improvement Funds	Federal	\$55, 440	X	Section F. Partnerships (Pg. 70)  Section H. Educational Plan (Pgs. 72-75)
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$1,325,615	x	Section E. Instructional Staff (Pgs. 66-69)

**<sup>1</sup>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 enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

3. 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.

4. 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.

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

5. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
6. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
7. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
8. **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.
9. **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.
10. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

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

## Section 7: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

---

### Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

### School-Parent Compact (SPC) Template

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

#### **IV. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

**VI. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

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

District <b>18</b>	Borough <b>Brooklyn</b>	School Number <b>581</b>
School Name <b>East Flatbush Community Research School</b>		

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

Principal <b>Daveida Daniel</b>	Assistant Principal <b>Jacquelyn Bell</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Beth Brown</b>	Guidance Counselor <b>Kay Matthews-Sussman</b>
Teacher/Subject Area <b>type here</b>	Parent <b>Faida Abodo</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Margret Johnson</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>244</b>	Total number of ELLs	<b>24</b>	ELLs as share of total student population (%)	<b>9.84%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
SELECT ONE							3	5	5					13
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	3	5	5	0	0	0	0	13

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	24	Newcomers (ELLs receiving service 0-3 years)	17	ELL Students with Disabilities	0
SIFE	2	ELLs receiving service 4-6 years	7	Long-Term (completed 6+ years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	17	2		7						24

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	17	2	0	7	0	0	0	0	0	24
Number of ELLs who have an alternate placement paraprofessional: 0										

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

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

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							1		2					3
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							2	1	2					5
Haitian							2	5	2					9
French							4		1					5
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	1						2
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>10</b>	<b>7</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>24</b>

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							3	2	3					8
Intermediate(I)							3	2	2					7
Advanced (A)							5	2	2					9
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>11</b>	<b>6</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>24</b>

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
Assessment tools that are used at MS 581 are: Common Core Benchmark & Baseline Periodic Assessments, DRA & DRP (English Assessment). We administer the ELL periodic assessment. The data assists us with shifting instructional practices based on targeted needs of students by skills.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
In general across proficiency levels & grades ESL students were weakest in writing followed by listening. Speaking followed by reading levels were the highest among ESL students across proficiency levels & grades.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))  
Since the majority of students are lowest in writing for the 2013-2014 school year the ESL teacher is focusing on writing everyday with students & teaching/modeling & then having students practice writing descriptive essays, essays & short answer written responses.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
    - a. The program at MS 581 is a stand alone ESL program & therefore native language assessments are not administered. There is no data to compare ELLs in English vs. native language. In general as students progress in grade level their NYSESLAT test scores tend to increase. However across all three grade levels there are students who have remained at an Advanced level for several consecutive years.
    - b. The school leadership & teachers are using content area ELA & Math Periodic Assessments to gain knowledge of student strengths & deficiencies. The assessment data is used to drive instructional planning for individual students. During team meetings teachers discuss strategies they can implement in their instruction to provide support for ELL students based on the results of the assessment data.
    - c. Being that the school's program is a stand alone ESL program, the native languages of ELLs are not used on a regular basis in the classrooms. Students are able to use bilingual dictionaries to help with interpretation/translation needs & beginning level students are partnered with a peer who speaks their L1 for occasional language interpretation support. One of the biggest noticings about ELLs from Periodic Assessments is their ability to determine the meaning of unfamiliar words in a passage they are reading. Also, figurative language, drawing conclusions & making inferences about a passage are also challenges for the ELL students. Lastly on performance tasks the ELLs struggle with consolodating all the imformation they have read into a well developed & organized written task.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?  
NYSESLAT & LAB-R scores are used to give teachers an snap shot of how proficient each ELL student is in English. Teachers can learn from the data if the child is nearing proficiency in reading, writing, listening or speaking & then scaffold their lessons around this information.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
 N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Student success is evaluated based on a combination of portfolios (portfolios include but are not limited to a beginning of the year baseline task to document student progress in descriptive writing & vocabulary use, quizzes, reading comprehension teacher created assessments, rubric based oral presentations to evaluate student speaking fluency progress, rubric based written taskes to evlauate writing fluency progress, & class work), report card grades to document progress of ELLs in the content areas & the NYSESLAT exam test scores evaluates students progress on an annual level.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
Parents are asked to fill out the HLIS for students who may be possible ELLs: This survey & interview is conducted by a certified ESL teacher. If necessary an interpretator is provided to assist the parents in completing the forms. If a student speaks a primary language in the home other than English, the ESL teacher then administers the LAB-R exam to determine the English proficiency level of the student. All students who are classified as LEP (limited English proficient) based on LAB\_R or NYSESLAT scores are annually assessed in May using the NYSESLAT exam. This helps the ESL teacher, principat, student & parents evaluate the progress each student is making with his/her English proficiency.
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.  
Upon initial admission to MS 581, all parents of ELLS or potential ELLS are notified that the only program the school offers is a freestanding ESL program. Our plan that is in place is to show the parent orentation video in the parent's native language to ensure parent understand of parent program choices. If a parent desires a Bilingual or Dual language program for their child, the ESL teacher then helps to connect the parent to a school offering the program their choice.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
To ensure completion, forms are completed by parents on the day their child is enrolled at MS 581. After the student is determined to be an ELL, an entitlement letter for ESL is sent home. If the parent notification of ESL service eligibility letter is not returned, the ESL teacher makes a follow up phone call to the parent.
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.  
For parents who do not speak English, an interpretator is provided to facilitate the enrollment process. Also, MS 581 uses the forms provided by the DOE in Haitian Creole, Spanish & Arapic to make the enrollment process understandable & more comfortable for parents. The HLIS, LAB-R or NYSESLAT scores are used to detremine if a child is eligible for ESL services. Currently there are not enough students enrolled at IS 581 to form a bilingual instructional program. However, a record of parent choices is kept to determine if the school will need to form a bilingual program should enough students become erolled whose parents choose this option.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
The testing coordinator for the school verifies with the ESL teacher the number of NYSESLAT exams the school will need to order for each grade band. The week before the exam, the ESL teacher will discuss with the ELLs what they can expect to happen during the NYSESLAT testing week as well as test taking expectations (e.g. no talking during exams). During the week of the exam, the ESL teacher will pull students to administer each part of the exam. Students only sit for one exam a day (e.g. reading one day, listening the next day, etc.). Throughout the week the ESL teacher keeps a record of which child was administered each part of the exam & which child (if any due to school absence) needs to be pulled to make up a test.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. **①**  
Yes, program models are aligned with parent requests. Parents who have chosen to enroll their child at MS 581 are aware the only program model offered is a free-standing ESL program & 100% of the parents have chosen this program.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
  - a. ELLs receive ESOL services through a pull-out format. Students receive small group instruction in groups of no larger than 10 students per class. This is to provide individualized support to better meet their language acquisition needs.
  - b. A content based, natural approach is used to facilitate the ELLs language development through the academic areas of ELA, Social Studies, Science & Mathematics. All ESL & content instruction is aligned with NYS standards & Common Core Curriculum. The goal is to facilitate language development while supporting students so they can master grade-level content knowledge. This interdisciplinary, standard based approach allows students to meet performance standards & succeed on NYS & NYC assessments as well as be ready for college & careers. Lastly, students are grouped heterogeneously & are given the opportunity to interact daily with & learn from their peers who are more proficient in English or who are native speakers. This facilitates their social & cultural competence of life in the United States as well as aides in their progress of achieving native-like fluency in English.
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)?

Currently the mandated number of instructional minutes per CR Part 154 are not being met due to the ESL teacher's position of .5. The long term plan is to hire a full time ESL teacher for the 2014-2015 school year.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The ESL teacher provides content area teachers with support by suggesting strategies that will assist students with experiencing success in the content area. Supports include, but are not limited to web based resources, bilingual dictionary use & writing scaffolds.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

While students are supported with Native Language resources throughout the year (e.g. bilingual dictionaries), ELLs are not evaluated by the school in their Native Language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Throughout the year ELLs are given rubric based tasks to assist in their reading, writing, listening & speaking language fluency development as well as to assess their language acquisition progress.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.

- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).
  - a. SIFE students are assigned to the ESL teacher's extended day group. During this time students work on developing their reading (e.g phonemic awareness), spelling, expanding their survival vocabulary as well as academic vocabulary & grammar (e.g. constructing a complete sentence using standard English).
  - b. Newcomers are assigned tasks that will help them to learn basic English (e.g. survival words/phrases)
  - c. High beginners through advanced level ELLs are assigned tasks that will help them to develop their literacy in English. In cases where language development is not the primary issue, the ESL teacher will refer the student for testing to learn if he/she requires special services.
  - d. Long-term ELLs are assigned tasks designed to target their literacy deficiencies & are also supported with test taking/study skill strategies.
  - e. In regards to former ELLs, the ESL teacher will check in with the student's content area teachers to learn how the child is performing in class & if necessary recommend possible strategies the content area teacher can try.
- 7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?  
Currently MS 581 does not have ELL-SWDs, but if we did teachers would follow the recommendations per the student's IEP.
- 8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?  
The ESL teacher refers to the IEPs of ELLs identified as having special needs in order to support their academic needs & goals while simultaneously facilitating their English language proficiency development. ELL-SWDs have access to everything their general education peers have access to.

**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 all ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

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

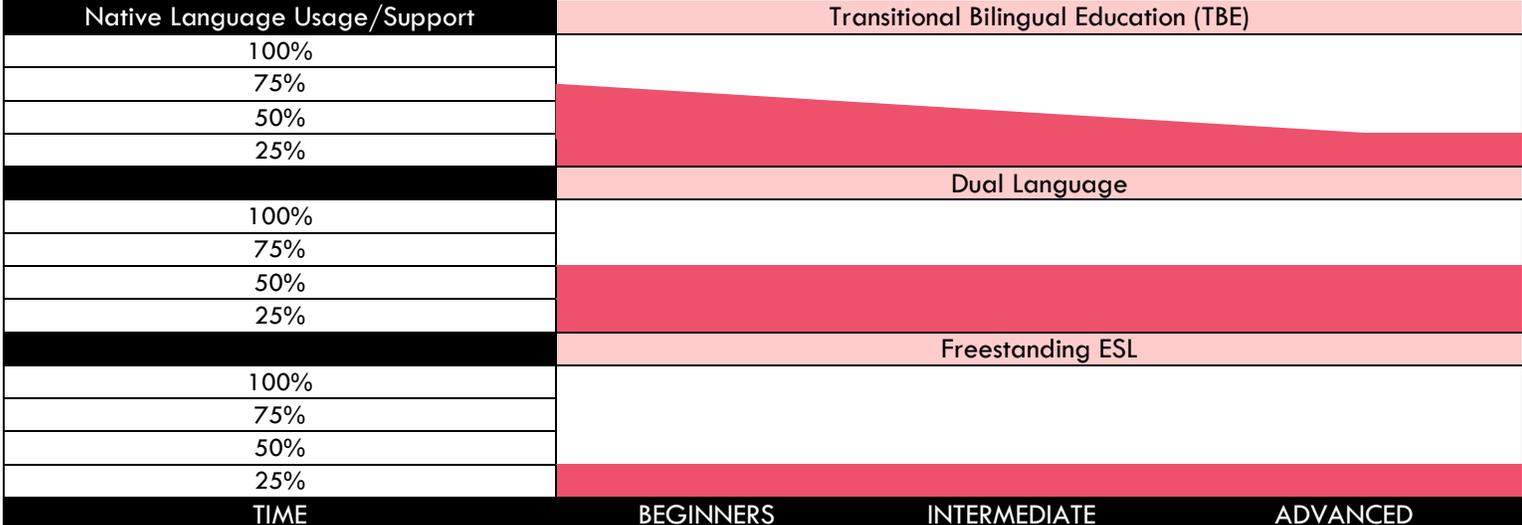
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

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

**Native Language Usage and Supports**

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.  
Targeted intervention programs include: extended day, a Response to Intervention class 5 days/week that provides ELLS with language acquisition strategies & Math XL which is a computer intervention program.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Dialogue between content area teachers & the ESL teacher enable students to have access to academic content. This is because dialogue between teachers promotes understanding about the language acquisition process. Also, the dialogue helps the ESL teacher learn where particular students are struggling so that the ESL teacher can in turn incorporate those skills into her ESL lessons. This allows the ELLS to experience greater success when they go back to the classroom. Additionally, the dialogue allows the ESL teacher to provide the content area teacher with strategies for increasing ELL student involvement, understanding & ultimately success in the classroom.
11. What new programs or improvements will be considered for the upcoming school year?  
New programs that have been implemented this school year is utilization across grade levels of the Common Core text book series Scholastic Code-X and CMP3. MS 581 also is the recipient of the MSQI grant which provides targeted intervention for all students.
12. What programs/services for ELLs will be discontinued and why?  
There are no programs or services for ELLS that are currently being discontinued at MS581.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELLs are able to & encouraged to participate in all extra curricular activities that their native speaking peers participate in. Sixth grade ELLS participate in MSQI. This is an academic/enrichment program. Activities include, but are not limited to cooking, drumming, basketball, etc. Seventh & eighth grade ELLS participate in 21<sup>st</sup> Century. This is an academic/enrichment program. Activities include, but are not limited to drumming, visual arts, chorus, debate team, etc.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
Instructional materials available to support ELLS are bilingual dictionaries, leveled texts, laptops & smartboards.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
The ESL teacher speaks French & is able to support the majority of the students (who are of Haitian decent) which helps bridge the language gap when necessary. Bilingual dictionaries & language translation apps are also used to help brigde language gaps.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
Texts & web based resources are at an age & grade appropriate level.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.  
There is a 6<sup>th</sup> grade summer orientation program which is inclusive of ELLS to transition into middle school, test to determine progress.
18. What language electives are offered to ELLs?  
Currently there are no language electives offered at MS 581, but if electives were offered ELLS would have equal access to them.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

### C. Professional Development and Support for School Staff

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

1. The ESL teacher will be participating in various PD opportunities offered through the NYC Department of Education throughout the 2013-2014 school year. She is also a member of TESOL & uses the organization as a professional reference.

2. The ELL support is offered to teachers of ELLs by IS 581's network ESL compliance specialist. Support includes, but is not limited to: whole staff professional development, classroom visitations & individual planning & support.

3. The Guidance Counselor at IS 581 meets 1:1 with students for career & goal counseling. She also works with students to assist them with enrolling in the best High School that will meet their personal, social & career needs. During class discussions about student goals & plans the ESL teacher also discusses with 7th graders about the importance of doing well in order to be able to enroll in a good high school. The ESL teacher also discusses with 8th graders the importance of doing well & working to test out of ESL so they will be able to take more credit for graduation courses once they reach high school.

4. The 7.5 hours of ELL training is provided by IS 581's network ESL compliance specialist when he comes to the school to facilitate whole staff professional development & do classroom visitations to provide teachers with instructional feedback & support.

### D. Parental Involvement

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

1. ELL parents are part of the SLT Team (school leadership team). This group meets with administration & discusses the needs of the school.

2. MS 581 partners with several agencies. One is the Council for Unity which provides student to adult counseling. Also, the school partners with Interboro for family counseling. Additionally MS 581 partners with Universal Settlement & the Leadership Program for tutoring services.

3. The parent coordinator at MS 581 is continually speaking with parents about their needs & the needs of the children. Additionally, parent needs are discussed & solved during monthly PTA meetings and during SLT Team meetings. Parent surveys that the school sends home also provide information about what parent needs are.

4. Parents are invited to & encouraged to attend the school's open school night at the beginning of the school year. They are also encouraged to attend parent/teacher conferences throughout the school year. Additionally, parents of MS 581 students are notified about their child's English language acquisition progress through report card grades. Parents who do not speak or read English are provided with written communication home that is translated into the parent's native language. These activities help meet parent needs with monitoring their child's academic progress on a regular basis throughout the school year.

### E. Additional Information

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

N/A

## **Part VI: LAP Assurances**

**School Name: EFCRS, MS581**

**School DBN: 18K581**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Daveida Daniel	Principal		10/25/13
Jacquelyn Bell	Assistant Principal		10/25/13
Margaret Johnson	Parent Coordinator		10/25/13
Beth Brown	ESL Teacher		10/25/13
Faida Abodo	Parent		10/25/13
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Kay Matthews-Sussman	Guidance Counselor		10/25/13
Michael Alcoff	Network Leader		10/25/13
	Other _____		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 18K581

School Name: EFCRS

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**

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

To facilitate communication with parents who do not speak, read or write English, the school uses bilingual enrollment forms (provided by the DOE) in Haitian Creole, Spanish & Arabic. Throughout the school year information sent home to parents who do not speak or read English is translated into the native language using an online translator. Additionally, oral translation is provided to parents who do not speak English during enrollment and/or conferences. Currently, EFCRS has staff members who speak Arabic, French Haitian Creole & Spanish & so interpretation services are provided for parents in-house.

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 majority of parents speak basic English and are able to communicate with the school in English. On the occasion when a parent needs language support to communicate with the school (e.g. during enrollment) that parent will often take the initiative & arrive at the school with another family member or friend who does speak English for interpretation purposes. Additionally, for the occasional parent who speaks French or Spanish & no English, their written translation & oral interpretation needs can be met through a staff member who speaks that parent's native language. (Currently there is at least one staff member in the school who speaks the language backgrounds of all students attending IS 581.) Therefore, the language needs of all parents are currently being met.

## Part B: Strategies and Activities

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

Translation services are provided for parents in-house either using enrollment forms (provided by the DOE) in the parent's native language or through oral translation via one of the staff members at EFCRS. Parents are sent home notification letters of upcoming school events in their native language (e.g. through use of google translation) on the same day as English speaking parents receive school/home correspondence.

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.

Oral interpretations services are provided to parents in house by school staff. Currently, the three language groups (French, Arabic & Spanish) of the parent population at EFCRS are spoken by one of the staff members. Interpretation services are provided for parents on an as needed basis (e.g. parent/teacher conferences, home visits, enrollment, etc).

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

During enrollment parents are provided written translation of forms & policies (provided by the DOE) in their native language if they do not read English. In the event a form is not available, oral translation is provided to parents in order to assist them & to clarify for them DOE & school policies & procedures. Home Language Identification Surveys (HLIS) are used by the ESL teacher to determine if a child is an English Language Learner (ELL) & to learn what parents want instructionally for their children. The survey identifies students who are eligible to take the Language Assessment Battery test (LAB-R). Students who score either beginning, intermediate or advanced are eligible to receive ESL services based on NYS & Federal legal requirements. The survey & interview process is conducted by the certified ESL teacher. Additionally, the LAB-R assessment is administered by the schools's NYS certified ESL teacher. When necessary an interpreter aides the ESL teacher by interpreting the necessary information to parents. Furthermore upon the day of initial admission to IS 581, all parents of ELLs or perspective

ELLs are notified that the only program choice the school currently offers is a freestanding ESL program. (This is because currently there are not enough students enrolled to form a dual language or bilingual program.) Throughout the school year information sent home to parents who do not speak or read English is translated into the native language using an online translator.