



2015-16
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(RSCEP)

DBN: (i.e. 01M001):

18K581

School Name:

EAST FLATBUSH COMMUNITY RESEARCH SCHOOL

Principal:

DAVEIDA DANIEL

Renewal School Comprehensive Educational Plan (RSCEP) Outline

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Section 1: School Information Page

School Information

East Flatbush Community Research

School Name: School School Number (DBN): 18K581

Grades Served: 6-8

School Address: 905 Winthrop Street

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

Title I Parent Representative (or
Parent Advisory Council
Chairperson): Karenza Coke

Student Representative(s): _____

CBO Representative: Kenya George

District Information

District: 18 Superintendent: Beverly Wilkins

Superintendent's Office Address: East 95th Street

Superintendent's Email Address: bwilkins@schools.nyc.gov

Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

BFSC: South Brooklyn Director: Cheryl Watson Harris

Director's Office Address: _____

Director's Email Address: _____

Phone Number: _____ Fax: _____

Section 2: Executive Summary and Organizing Principles

The Objective

The intent of this Renewal School Comprehensive Educational Plan (RSCEP) is to continue to frame a three-year process for each Renewal school and design a comprehensive plan that outlines a strategic path to a paradigm shift in each school at every level. The motivation driving this work is our commitment to providing every child with a school that meets their academic and social-emotional needs. Closely accompanying this imperative is our belief that every school can be renewed and foster a community based culture of learning. The job of the district is to use our position to provide the systemic vision, strategies, and resources to facilitate school renewal through a collaborative effort including all stakeholders.

The core values held as essential for the success of the School Renewal Program:

- A “learning stance” must be held by all community members (district leaders, school leaders, school staff, community-based partners, students and families). The work should be approached with humility and integrity. We must all be willing learners.
- A “theory of action” must guide the work to ensure clarity and coherence.
- Authentic teams that collaborate in the spirit of trust, within and across the various levels of the school community, are prerequisites for successful school renewal
- Schools will be places of robust engagement, anchored in positive youth development, ensuring that the school environment is welcoming and empowering for students, families and community members.
- Strong professional development/learning is a fundamental part of our work.
- The school renewal implementation must be simultaneously dynamic and responsive as well as sustained over the three year period of renewal.

The organizing Theory of Action that guides the [School Renewal Program](#) strategy:

By using the Six Elements of the Framework for Great schools as our improvement structure, we seek to align instructional coaching and leadership development with structural supports in order to build staff capacity. Using schools instructional foci, school leaders and staff will implement changes in curriculum, instruction, school culture and structures so that there are sustainable improvements in student outcomes and school culture.

The arc of the School Renewal Program strategy:

In order to attain high levels of achievement for all students in Renewal schools we must build capacity to increase student achievement through the adoption of new attitudes and behaviors, research based strategies that improve teacher practice, coupled with the use of clear data driven supports for building students’ skills in the content areas and increasing student engagement. We are particularly prioritizing reading and writing across the curricula. The use of student learning data will drive instruction through strong teacher teams; onsite, job embedded professional learning and problem solving, and accountability at all levels of the system: central, district and school - for results. Renewal schools are provided with intensive training, leadership and pedagogical coaching, and structural supports, monitoring of implementation and ongoing feedback and revisions as needed. Further, each Renewal school will become a Community School and strategically partner with community based organizations (CBO) to integrate social services and expanded learning time into the fabric of the school to help them better serve the needs of students. These schools will stand as centers of opportunities where families can get the supports they need to make sure students come to school ready and able to learn.

Structure of the Renewal School Comprehensive Educational Plan (RSCEP)

The Renewal School Comprehensive Educational Plan (RSCEP) will serve as the organizing and overarching document for each Renewal school and will be directly aligned and developed around the elements of the [Framework for Great Schools](#), including the following:

- Establishing an overarching summative vision aligned with elements of the Framework for Great Schools and documenting key areas of celebration and renewal through analysis of assessments and by envisioning what the desired outcome for each school will be at the end of the School Renewal process.
- Setting interim assessment benchmarks that create the path for improvement by focusing on desired outcomes and goals. In this way, the plan will be mapped to the overarching summative vision. In addition to the five discrete goals formed around the elements of the Framework for Great Schools, each school will create an action plan.
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school.
- Expanded learning opportunities for all students, including additional instruction provided during afterschool and/or summer programming provided in collaboration with community partners.
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students.
- Additional, focused strategies to increase parent and family engagement.

Information on the Framework for Great Schools and the DTSDE

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and RSCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Renewal School Comprehensive Educational Plan (RSCEP) will reflect this focus and 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.

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 Framework for Great Schools 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 and Renewal Committees 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. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five (5) goals and action plans in response to the first five (5) elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: 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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
Collaborative Teachers: 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.
Effective School Leadership: 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.
Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
Trust: 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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 American Institute of Research (AIR) Needs Assessment, the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYSED’s Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Education Plans also will use the tool.

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:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly-qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for RSCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists in every Renewal school and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the American Institute of Research (AIR) needs assessment, the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Create a summative vision for the elements of the Framework for Great Schools.
- **Step 5:** Revisit your school's current goals, and strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you have identified, and will let your school community know when you have reached your goal.
- **Step 6:** 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 7:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 8:** Complete the Expanded Learning Time (ELT) and the Community School sections.
- **Step 9:** 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.

Treat the plan as a living document. Adjust practices 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 3: School Leadership Team (SLT) Signature Page

Directions: All SLT members are expected to sign this page to confirm their participation in the development of this Renewal School Comprehensive Educational Plan (RSCEP). SLT members' signatures indicates that they have been consulted with and given the opportunity to provide feedback on the plan and the plan's alignment with the school-based budget to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Expanded Learning Time, Community School initiative, 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.

On the chart below:

1. List the names of each SLT member in the second column.
2. In the first column, indicate using an "X" if the person is an SLT member.
3. In the third column, record the position and constituent group represented such as staff, parent, student, Community Based Organization (CBO), or other contributor. Core mandatory SLT members are indicated by an asterisk*.
4. 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. Note: Signature of SLT member indicates participation in the development of the RSCEP, not approval.
5. 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.

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Daveida Daniel	*Principal or Designee	
X	Kenneth Llort	*UFT Chapter Leader or Designee	
X	Lynette Bourne	*PA/PTA President or Designated Co-President	
X	Michael Quick	DC 37 Representative (staff), if applicable	
X	Karenza Coke	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Kenya George	Community School Director (staff)	
	N/A	Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
	N/A	Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
	Stephanie King	Staff/Parent/Other Contributor	
	Christopher Padmore	Staff/Parent/Other Contributor	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Tala Azzubaidi	Staff/Parent/Other Contributor	
	Faida Aliowala	Staff/Parent/Other Contributor	
	Kimberly Phillips	Staff/Parent/Other Contributor	
		Staff/Parent/Other Contributor	

Section 4: Renewal School Narrative

In a brief narrative, describe the current state of the Renewal school addressing the following:

1. Provide contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. What are the school's beliefs about student learning?
3. Identify any special student populations that the school has and what their specific needs are.
4. Describe the elements of the Framework for Great Schools in which the school made the most progress over the past year, and which elements remain most challenging. Be sure to include the historical progress the school has made with establishing family and community partner engagement.
5. List strong partnerships that currently exist with CBOs and or indicate whether this has been a challenge.
6. Summarize the Expanded Learning Time (ELT) opportunities that have been offered to your students this year.

Our school's mission statement is to create a safe environment in which authentic learning experiences builds character and empowers students to become independent thinkers.

Our beliefs about student learning is they are exposed with rich, rigorous engaging activities that enhance their academics and prepare them to be college and career ready through group work, increased literacy, and use of technology. Our special student population includes 26% students with disabilities, 11% English Language Learners and 65% boys. Their needs include increased literacy skills, modified activities, and leveled reading text.

Based on the elements of The Framework for Great Schools we made progress in four out of the 6 pillars. The elements that are in need of improvement are Rigorous instruction and collaborative teachers.

Our CBO partnerships include University Settlement, The Leadership Program, and Counseling in Schools

Our Extended Learning Time program begins in October until the end of the year. It is open to all of our students. The program includes:

- 2.5 hours of extended learning time
- Differentiated instruction based on tiered programming and sub-groups.
- Technology based programming in every classroom to tier the instruction.
- Enrichment activities based on student choice through surveys
- 3 culminating showcases at the conclusion of each cycle
- Embedded social emotional component that addresses the needs of our subpopulations (i.e. girls/boys empowerment groups)
- Offer Saturday Academy to provide additional academic support to our students. In addition, sub groups may include the lowest third, students who are on the cusp of meeting the CCSS.

18K581 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	184	SIG Recipient	YES
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	12	# SETSS	3	# Integrated Collaborative Teaching	12
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	4	# Drama	N/A
# Foreign Language	3	# Dance	6	# CTE	N/A
School Composition (2013-14)					
% Title I Population	89.6%	% Attendance Rate			92.9%
% Free Lunch	90.5%	% Reduced Lunch			6.2%
% Limited English Proficient	10.4%	% Students with Disabilities			24.9%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	2.5%	% Black or African American			90.9%
% Hispanic or Latino	4.1%	% Asian or Native Hawaiian/Pacific Islander			0.8%
% White	1.2%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.32	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			6.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.8%	Average Teacher Absences (2013-14)			5.67
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	3.5%	Mathematics Performance at levels 3 & 4			6.4%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			12.4%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: 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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment, and other relevant qualitative and quantitative data. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p><u>Strengths</u></p> <p>Our teachers developed six units of study aligned to the Common Core State Standards and our school-wide curriculum maps. During their weekly department team and Professional Learning Community meetings, teachers met to review student work to identify gaps in instruction and learn about research based instructional practices proven to impact student achievement. Our staff analyzed data on a six week cycle and created action plans for the standards that were not mastered and incorporate those skills in our end of unit performance tasks. We opted in to the core curriculum and supplemented the provided curriculum to meet the needs of our students. We also used the Data Driven Classroom program in Skedula to track student performance on the CCSS from performance tasks and interim assessments. As a result of this work our teachers were able to:</p> <ul style="list-style-type: none"> Implement research based instructional practices proven to impact student achievement. Identify gaps in their instructional practices based on student data. Create lessons and standards based action plans to target standards not being met by students. 		

- Modify the weekly instructional tasks and summative performance tasks from our Core Curriculum options in order to incorporate standards not mastered and address the new standards that were taught.

We implemented a school-wide assessment system to ensure that:

- Students were administered interim assessments every six weeks which include the Degrees of Reading Power (DRP) assessment, math and ELA city-wide interim assessments, and Social Studies, Science, ELA, and Math Measures of Student Learning assessments.
- Teachers and administrators engaged in a school-wide data cycle.

We implemented a school-wide strategic reading intervention period where students received targeted reading instruction that:

- Incorporated on-line and tangible literary and information texts inclusive of content specific real-world genre based readings

- Scaffold texts by exposing them to grade level readings and accessible text

- Required text based writing responses which allowed students to comprehend, analyze, and synthesize the information presented

- Tracked students' growth in reading levels using the Degrees of Reading Power assessment three times

throughout the year and used the data to inform student groupings during the strategic intervention period and classroom instructional periods.

Needs

Based on the data obtained from the Survey of Enacted Curricula report, American Institutes for Research Supports and Structures Report, and our last Quality Review, the following needs have been identified for our school community:

- Aligning the classroom instructional practices of the East Flatbush Community Research School with the Common Core Learning Standards, most notably the Common Core Learning Standard Shifts in Mathematics and Literacy instruction.
- Providing daily instructional activities that meet the learning styles and address the needs of our various sub-populations, most notably our students with disabilities and English language learners.
- Increase in cultural awareness among staff members that creates barriers to instruction.

Part 2 – Summative Vision for Rigorous Instruction

In a narrative, outline the Renewal school's vision for this element, upon completion of the Renewal Program.

Consider the following questions:

1. What curricula will be implemented? How will it be scaffolded for all students? What academic programs (CTE, AP, etc.) will be implemented? How will the instructional shifts be evident?
2. What rigorous learning experiences will students engage in through Expanded Learning Time?
3. What will the pedagogical practice look like? What will the mode of instruction be? What will classes look like?
4. How do the teachers use multiple entry points to ensure the success of every child?
5. How will consistency be supported across school faculty and community educators and across a longer learning day?
6. What will the assessments be? How will the data be collected and used? Who will analyze it and see that next steps are taken pedagogically and with regard to curricular revisions?
7. What percentage of students do you expect will show measurable growth in ELA and Math by year 2? (Elementary and Middle Schools)
8. What percentage of students do you expect will be at college readiness in English and Math by year two? (High Schools)
9. What graduation rate do you aspire to achieve by year two? (High Schools)

Our teachers will implement six units of study aligned to the Common Core State Standards and our school-wide

curriculum maps. Our 4 major content areas will utilize the following curriculums:

- English Language Arts: Code X and Teachers College Reading and Writing Workshop Middle School Units of Study.
- Math, Science, and Social Studies: New York City Core Curriculum

Each unit of study will have a weekly CCSS instructional task and cumulative performance task that will serve as

formative and summative assessments and teachers will evaluate the success of each performance task to key learning

standards and the instructional shifts. Teachers will review student work against the CCSS to identify gaps in instruction, modify instruction and administer rigorous and meaningful performance based tasks. Department teams will review the vertical alignment of the CCSS during their weekly meetings to ensure that tasks are at the appropriate level of rigor for each grade and group of students. Staff will analyze student performance data that consists of benchmark and interim assessments, end of unit performance tasks, Degrees of Reading Power assessment, and Measures of Student Learning assessments on a six week cycle to create action plans for the standards that were not mastered and incorporate those skills in our end of unit performance tasks. Teachers will also implement a standards re-teach week prior to the

administration of the unit culminating performance task. We will supplement the provided curriculum to meet the needs of our students.

Teams will use Data Driven Classroom (DDC) platform to analyze data from our benchmark assessments and

performance tasks to determine patterns and trends in student performance levels and utilize the information to address their needs. We will also utilize the common lens of our school-wide instructional focus for instruction to create

instructional expectations and classroom "look for's." We will implement a school-wide assessment system to ensure that students will be administered interim assessments every six weeks and implement a school-wide data cycle.

Student participation in the intervention programs during their WIN (What I Need) strategic reading intervention period: Read 180, Achieve 3000, i-Ready, Guided Reading, Literature Circles, Math IXL, and Math XL. The Degrees of Reading Power assessment (DRP) will assess whether students are growing in reading levels. This assessment will be

administered three times throughout the school year. Meeting agendas, minutes, and action plans will demonstrate the ongoing data cycle. Digital Student Portfolios and our Data Driven Classroom standards tracker will serve as evidence of student progress throughout the year. Both tools will be used to track student growth on unit performance tasks. The schools AP of Instruction, data specialist, staff developers, and lead teachers in ELA, math and special education, and our instructional coaches will analyze, track and monitor student assessment data, reflect on instructional practices, work with the curriculum team to plan and modify units of study, and provide teacher professional development.

Through the implementation of the Teachers College Reading and Writing Workshop, we will be moving back to double blocks in ELA where teachers will specifically focus on reading and writing as two separate 45 minute instructional periods. We will also continue with the implementation of our strategic reading intervention and mathematics re-teach periods.

Increase the amount of planning time will support teacher collaboration. We have requested 6 additional half days (contingent upon DOE approval) to expand our Monday PD sessions. These sessions will provide additional opportunities to facilitate the PLC cycles efficiently and strategize around collected data. Teacher teams will engage in common planning time five times a week to focus on daily lesson planning, analysis of student work products, and peer feedback.

Part 3 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Rigorous Instruction. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, we will increase the average ELA and math proficiency rating by 3% and increase our sub population's progress by 5 % in order to meet AYP in ELA and Math by engaging teachers in targeted professional development cycles, providing 1:1 coaching through a staff developer/ administrator, and providing them with timely actionable feedback every 6 weeks -

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Implementation of the Teachers College Reading and Writing</p> <p>Workshop to increase literacy across the school in all content areas.</p> <p>The partnership includes coaching days to ensure effective implementation and access for all students.</p> <p>Implement the instructional strategies obtained from the Hunter</p> <p>College Professional Development Series for Math Educators.</p> <p>Use the SIOP model to implement strategies for ELL students;</p> <p>Develop a speaking/listening learning objective for each of the core content areas</p>	<p>ELA</p> <p>Teachers</p> <p>All Students</p> <p>Math</p> <p>Teachers</p> <p>All Students</p>	<p>Sept 2015 – June 2016</p> <p>June 2015 – Sept 2016</p>	<p>Administration</p> <p>TC Staff Developer</p> <p>ELA Dept.</p> <p>Curriculum Team</p> <p>Administration,</p> <p>Math instructional lead, teachers</p>
<p>Continue partnership with Teaching Matters. Integrate a staff developer specific to supporting teachers of other content areas</p>	<p>Sci., SS</p> <p>Teachers,</p> <p>Elective</p> <p>Teachers</p>	<p>August 2015 – June 2016</p> <p>Sept 2015 –</p>	<p>Administration,</p> <p>Teaching Matters</p> <p>Staff Developer, Other Staff Developers,</p> <p>Teachers</p>

<p>such as Science, SS, and elective teachers to increase literacy</p> <p>instruction across the school</p> <p>Utilize the Wilson Reading Program, Read 180, Math IXL, and</p> <p>eScience online programs to provide access for SWDs and ELLS that</p> <p>is specific to their needs. Each program has leveled instruction that</p> <p>can be tailored to the individual need or can be translated in their</p> <p>home language.</p>	<p>Students</p> <p>with</p> <p>disabilities</p> <p>and English</p> <p>Language</p> <p>Learners</p>	<p>June 2016</p>	
<p>Utilizing the New York State content specific rubrics for each</p> <p>department alongside instructional and performance tasks</p> <p>Implement a school-wide vocabulary focus which includes the 5</p> <p>most impactful words by content area in every unit of study for each</p> <p>department. Departments will create vocabulary posters displaying</p> <p>“words to know” for each week. Use of vocabulary words will be</p> <p>tracked during student to student discussions, inclusion in daily</p> <p>writing activities, weekly instructional tasks, and unit performance</p> <p>tasks.</p> <p>Use of technology to track student understanding of content daily.</p> <p>Teachers will utilize the data reports generated from the daily use of</p>	<p>All Students</p>	<p>September</p> <p>2015 – June</p> <p>2016</p>	<p>Administration,</p> <p>Staff Developers and/or Teacher</p> <p>Teams</p>

<p>the iReady program, Math XL, Smartboard clickers, Read 180 and</p> <p>eScience to create lesson plans and activities based on the level of</p> <p>student mastery.</p> <p>We will adopt discussion protocols to engage students in student</p> <p>led discussions. This strategy will engage students in increased</p> <p>comprehension, increase rigor, and allow students to be self-</p> <p>directed.</p>			
<p>Use the SIOP model to implement strategies for ELL students;</p> <p>Develop a speaking/listening learning objective for each of the core</p> <p>content areas</p>	<p>ELL</p> <p>Students</p>	<p>September</p> <p>2015 – June</p> <p>2016</p>	<p>Administration</p> <p>Teacher Teams</p> <p>Co-Teachers</p>

Part 5 – Budget and Resource Alignment

<p>Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Additional Staff Developers for Math</p> <p>Teaching Matters partnership</p> <p>The Leadership Program</p> <p>Teacher’s College Partnership</p> <p>Skedula online grading system and Data Driven Classroom</p> <p>Power My Learning online Platform</p> <p>Middle School Arts Matter Grant</p> <p>Turnaround Arts Partnership</p> <p>Escience, Read 180, Achieve 3000, Lightsail, Math XL iXL, and Iready online resources</p>											
<p>Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century	X	C4E

	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other
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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The impact of each activity will be measured using the following systems:

- Cyclical curriculum audits inclusive of unit and daily lesson plans.
- Student performance results from baseline and interim assessments, DRP assessment, end of unit performance tasks, and teacher assessments.
- Daily teacher assessment reports as per the online resources
- Advance observation report ratings by Domain and indicator

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	H
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	H
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p><u>Strengths</u></p> <p>During the 2014-2015 school year, the East Flatbush Community Research School implemented the following systems</p> <ul style="list-style-type: none"> to address the social and emotional developmental needs of of student body: Grade level small group advisory class that met weekly. Monthly grade level town-hall meetings to celebrate student accomplishments Weekly counseling (individual, group, and gender based) Teacher-Student mediation Student Government Association to provide students with a voice in the social and celebratory activities that 		

occurred throughout the school year.

- A double period block (90 instructional minutes) of enrichment activities (ex: drama, martial arts, dance, and visual arts) during the school day

We partnered with the following organizations to support the developmental and social health of our student body:

- University Settlement – Afterschool Program
- Interborough Mental Health Services
- Counseling in Schools: Mental, Social, and Emotional Health Services
- The Leadership Program – Afterschool program and staff professional development

Needs

Based on the data optioned from the Survey of Enacted Curriculums report, American Institutes for Research Supports and Structures Report, and our last Quality Review, the following needs have been identified for our school community:

- The development of a student behavior system
- An increase in cultural awareness among staff that creates barriers to instruction

Part 2 – Summative Vision for Supportive Environment

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. How would you want school stakeholders to describe the school?
2. What do the CBO partnerships look like? How do they sustain and support the social and emotional growth and health of your students?
3. How is student voice and leadership supported?
4. What social-emotional learning framework will your school adopt (RULER, PBIS, etc.)?
5. How should the school be more proactive in promoting improved students social-emotional skills? How should counseling happen?
6. How will your school team measure social-emotional development?
7. How would teachers, community partners, and school leaders use data to respond to student social and emotional needs?
8. Indicate how your attendance and chronic absenteeism rates will improve?

In order to improve our practices and achieve the Renewal Committee’s vision of creating a Community School, The East Flatbush Community Research School will take the following actions to expand on the social and emotional supports provided to our student body. First we will appoint University Settlement as our lead CBO for the Renewal Schools model. Through this partnership we will continue to expand on the mental health programs currently in place and implement a physical health program to provide healthcare interventions for our student body and their families.

We will also Implement the AVID College Readiness System as our advisory program. This program will support the social and academic developmental needs of our student body in by teaching the necessary skillsets needed in preparation for college and career readiness. During advisory class students will set, monitor, and revise academic and personal goals four times throughout the year in accordance with the AVID College Readiness System and KIPP character survey.

We will implement a Positive Behavioral Intervention System to address the behavioral and emotional needs of our student body. This system will include peer mediation, restorative justice circles, and the continued development of our current Male Empowerment Network program which provides interventions for our young men of color identified as being “at-risk”. Student individual, group, and gender based counseling sessions will continue to occur on a weekly basis. We will expand on the roles and responsibilities of our student government to include students during one grade team meeting per month to address the concerns of the students in the grade.

Our teachers will be provided with professional development from our Counseling in Schools site-social worker on address the needs of our student population and taking culturally responsive actions. Members of our Student Support Team will meet weekly with grade teams and facilitate a monthly meeting to provide professional development using research based best practices and present student data and trends and coach teachers through recommended interventions for addressing the needs of their students. Student Support Team members will also develop case studies for subgroups of students and review monthly and share findings with teachers.

Part 3 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Supportive Environment. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, we will expand our systems/structures for discipline and positive behavior in order to continue decreasing the amount of principal/superintendent suspensions by 30%, increase the number of teachers who responded positively on the Learning Environment Survey by 20%, and provide training on cultural responsiveness to sustain a positive climate/culture and build trust.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, Students with Interrupted Formal Education, SIFE, and Students in Temporary Housing STH). • Engage families and expand their understanding of a supportive environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Implement AVID College Readiness Curriculum to transform the leadership, systems, instruction, and culture of our school community, ensuring college readiness for all students . AVID impacts students throughout the school when trained teachers use AVID strategies to influence the academic and behavioral skills of their students -</p>	<p>All Staff Administrators All Students</p>	<p>Sept 2015 – June 2016</p>	<p>Administration PBIS Team Staff Development Team Grade Teams</p>
<p>Develop a transparent Positive Behavioral Incentive System (PBIS) school-wide. Provide incentive trips for successful students using our digital portfolio data in Skedula Provide cultural responsiveness and mental health trainings for all staff members</p>	<p>Staff All Students At Risk, SWD, ELLs, Boy/Girl groups</p>	<p>Sept 2015 – June 2016</p>	<p>Administration, PBIS Team CBOs-- The Leadership Program University Settlement</p>

Use the Skedula online grading workbook to track academic and behavioral anecdotes to provide targeted interventions to individual students, advisory groups, and parents			Interboro mental health clinic
Increase our monthly celebratory events with events such as Flag Day, Multicultural Day, My History Day, Women’s Day, and Grandparent’s Day. Increase our Community Service Events to include Martin Luther King Jr. Day of Service, Sept. 11th National Day of Service and Remembrance	Staff All students	Sept 2015 – June 2016	Administration Sunshine Club PBIS Team Grade Teams Student Government ELT clubs CBO director
Develop partnerships with Computers for Youth to engage students in digital learning for students, families, and teachers across grades and subject -	ELA/ Math Dept. 80 Students 80 Parents	Sept 2015 – June 2016	

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA	X	P/F Set-aside	X	21st Century	X	C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant	X	School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
The impact of each activity will be measured using the following systems:
<ul style="list-style-type: none"> • Students monitoring revision of academic and personal goals four times throughout the year in accordance

with the AVID College Readiness System

- Datacation: Pupilpath digital portfolio and Skedula-Student course pass rate
- Principal and Superintendent suspension rates
- Learning Environment Survey responses
- TASC--KIPP character survey for students and teachers
- School climate/culture surveys administered three times a year

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p><u>Strengths</u></p> <p>Our teachers developed six units of study aligned to the Common Core State Standards and our school-wide curriculum maps. During their weekly department team and Professional Learning Community meetings, teachers met to review student work to identify gaps in instruction and learn about research based instructional practices proven to impact student achievement. Our staff analyzed data on a six week cycle and created action plans for the standards that were not mastered and incorporate those skills in our end of unit performance tasks. We also used the Data Driven Classroom program in Skedula to track student performance on the CCSS from performance tasks and interim assessments. As a result of this work our teachers were able to:</p> <ul style="list-style-type: none"> Implement research based instructional practices proven to impact student achievement. Identify gaps in their instructional practices based on student data. 		

- Create lessons and standards based action plans to target standards not being met by students.

Teacher Teams meet weekly as departments, grades, and Professional Learning Communities to implement research-based instructional strategies, discuss effective teaching practices, analyze student work and identify next steps for instruction, and use data to plan. During the PLC cycle teachers engaged in inquiry-based learning experiences designed to implement research based instructional strategies proven to impact student achievement. Trainings and professional development included:

- Creating a Google classroom to engage students in learning
- Using station teaching to engage students in learning
- Using student conferences to assess during instruction
- Using protocols to increase the level of rigor of discussion in the classroom

The shift to professional learning communities has allowed teachers to take ownership of their professional development. Our math department has shifted to using Google based platforms to facilitate daily instruction and building on our goal of developing a blended learning curriculum. Our literacy departments (ELA, Social Studies, and Science) have implemented the practice of station teaching into their weekly lesson planning structure. Teacher teams have also begun the practice of inviting members of the administration to observe them implement and receive feedback on the PLC strategy. Teachers were also invited to reflect upon the professional development that they have received throughout the school year via survey.

Needs

Based on the data optioned from the Survey of Enacted Curriculums report, American Institutes for Research Supports and Structures Report, and our last Quality Review, the following need has been identified for our school community:

- Aligning the classroom instructional practices of the East Flatbush Community Research School with the
- Common Core Learning Standards, most notably the Common Core Learning Standard Shifts in Mathematics
- and Literacy instruction.
- Provide students with content area alignment of instructional opportunities and experiences.

Part 2 – Summative Vision for Collaborative Teachers

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program.

Questions to consider:

1. How is the school organized to promote teacher collaboration?
2. What teaching and learning look like? What underlying principles would influence the creation units and lesson plans? Do teachers work on units and lessons in teams?
3. How are teachers providing opportunities for to deepen learning for higher achieving students?
4. What system do teachers use to ensure that every child is safe in their class?
5. What data should teachers review regularly to ensure they plan for individual student needs? Should the teachers review student work collaboratively in teams?
6. How do you intend to use community educators / partners to support a collaborative teaching approach?

We will continue with the target goal for all professional development sessions, which is to build teacher capacity in order to meet the various needs of students and the implementation of our “Blended Learning” model. The over-arching goal of our professional development plan is to ensure that we have a positive impact on student learning focusing efforts to improve teaching practices and instruction. Teachers will participate in 80 minutes of professional development every Monday following the school day.

We will implement a 3 month cycle of professional development targeted on the following three themes:

- 1- Planning and Preparation
- 2- Implementation and Revision
- 3- Evaluating and Sustaining

During the first cycle teachers will participate in a series of staff-wide professional development sessions focused on:

- School-wide instructional focus and development (school’s administrative team)
- Developing a culture of excellence and cultural responsiveness (the Leadership Program)
- Preparing students for college and career readiness (AVID)
- Impactful classroom instructional practices and the analysis of student work (Teacher’s College and Teaching Matters).

During the second cycle, teachers will participate in Professional Learning Communities and inter-visitations where they will engage in an inquiry-based learning experience focused on research-based instructional strategies proven to promote student achievement. Teachers will create cohort action plans in their PLC’s which will outline how the effectiveness of the strategy will be measured, the intended impact on student achievement, and how to share their learning with their colleagues. Each PLC will run for six weeks culminating in a staff presentation about the work presented and its direct impact on student achievement. This work will be led by the lead teachers in ELA and mathematics and staff developers from Teacher’s College and Teaching Matters.

In the last cycle, teacher teams will engage in a round of challenge coaching where they will identify a problem of practice, gathering data, documenting trends and developing strong practices to address the problem of practice. Teachers will also review and refine adopted instructional practices in its alignment to the school-wide instructional focus, analyze the current curriculum in place and in order to refine practices and revise integrated units of study. During department team meetings teachers will analyze student data and create actions plans to address gaps in instruction, plan and revise lessons inclusive of providing purposeful questions to and activities that challenge higher achieving students and modifications for English language learners and student’s with disabilities in order to access the instructional content.

Part 3 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Collaborative Teachers. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, teacher teams will analyze DDC (unit performance task) data, benchmark assessments, and DRP scores every 6 weeks to monitor and revise units of study which will provide access to all and ensure impact on student achievement -

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Common Planning time will be embedded in the school day 5 times a week to increase the amount of collaborative planning for daily lesson plan revisions, analysis of student work, and modifications to provide aces for all students. During this time, teachers will also plan lessons for the unit’s reteach week following data day when they identify standards not mastered</p>	<p>Teacher Teams All Students</p>	<p>Sept 2015 – June 2016</p>	<p>Administration, Staff Developers ELA/Math Teacher Teams RTI Team</p>
<p>Hire Peer/Model Teacher to coach content teachers, demonstrate lab sites, and conduct peer inter-visitations. Integrate a series of six half days of professional development sessions (contingent upon DOE approval) in the school year calendar to increase the effectiveness of the PLC cycle We will conduct three PLC cycles throughout the year following the</p>	<p>Teacher Teams All Students</p>	<p>Sept. 2015- June 2016</p>	<p>Administration Peer Collaborative Teacher Model Teachers</p>

progression of Planning and Preparation, Implementation and Sustainability, and Revising and Monitoring.			
The Staff Development Committee will administer a needs assessment survey three times a year to tailor professional development based on instructional gaps.	Teacher Teams	August 2015 – June 2016	Administration, Staff Development Committee
Development of teacher teams that will address the benchmarks of effectiveness attached to The Great Framework for School. The curriculum team will assess the effectiveness of the action plan outline for rigorous instruction. The PBIS team will assess the effectiveness of the action plan outline for supportive environment. The RTI team will assess the effectiveness of the action plan outline for all subpopulations. Both grade and dept. teams will engage in horizontal and vertical planning and alignment of CCLS.	Teacher Teams All Students	June 2015- June 2016	PBIS Team, RTI Team, Staff Development, Committee, Grade Teams, Department Teams

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>Teacher’s College Staff Developer</p> <p>Hunter College PD workshops</p> <p>Teaching Matters Partnership</p> <p>The Leadership Program partnership</p> <p>Google Platform</p> <p>Power My Learning</p> <p>Datacation Skedula</p>

Part 5b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP	X	Title I TA	X	P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant	X	School Success Grant		Other

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>The impact of each activity will be measured using the following systems:</p> <ul style="list-style-type: none"> • Completion of digital feedback forms from activity participants at the end of each professional development and coaching cycle. • Analysis of teacher and staff feedback by the School Development Committee. • Cyclical curriculum audits inclusive of unit and daily lesson plans. • Student performance results from baseline and interim assessments, DRP assessment, performance tasks, and teacher assessments. • Daily teacher assessments consisting of three checks for understanding embedded into lesson plans. • Review of unit plans by instructional coaches, lead teachers, and school administration. • Review of instructional plans by members of the administration and its alignment to the school-wide instructional focus. • Administrative observations conducted based on implementation of strategies researched in teacher Professional Learning Communities.
<p>Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (RSCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	H
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>The school leader's strengths include:</p> <ul style="list-style-type: none"> Developing structures/systems for community needs Hiring key personnel and setting high expectations Making strategic organizational decisions using multiple funding sources Conducting observations using an observation cycle defined in three cycles. The cycles include walkthrough summations and mid-year conversations. Each assistant principal is assigned a cohort for 6 week cycle to monitor teacher practices being implemented. Engaging parents in the school community Utilizing various forms of data to inform community needs 		

- ◆ Building teacher leadership

Part 2 – Summative Vision for Effective School Leadership

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. How will school leader articulate a shared vision and mission to the entire school community? How will the Principal ensure the CBO partnership is strong? How will the CBO partners collaborate with school staff to ensure that students’ academic and social-emotional needs are being met?
2. What kind of evidence based systems would a school leader put in place to ensure that the school and individuals continues to improve? What kind of supports? Who would he/she collaborate with? What would those collaborations look like?
3. How would the leader organize student and teacher programs to ensure students’ needs are met? Fiscal capital?
4. What approach would the school leader have to conducting observations? How would he/she ensure that teachers are provided accurate, timely, and actionable feedback coupled with the support to implement the feedback?
5. How will the school support a shared accountability? What systems will be developed to share academic, behavior, Social Emotional Learning (SEL), and attendance data with partners so that strategies can be created and assessed to support growth?
6. What and how will the leader delegate to assistant principals and the community school director?

The school leader will ensure that there is a shared vision through the AIR assessment co-interpretation meeting, June Chancellor’s Day Professional Development, and SLT meetings to evoke critical feedback and develop school-wide goals.

Evidence based systems include qualitative and quantitative measures such as school-wide interim assessments, state assessments, end of unit assessments, student pass rates, observation reports, and various surveys.

The observation process includes a cyclical process with other administrators that include walkthroughs, data dives, mid-year conversations, and summation reports. The process is cyclical every 6 weeks.

The integration of teams to assess effectiveness by pillars assists the school community in accountability. Developing relationships with multiple CBOs creates a network of thought partners to support the community needs.

The assistant principals are divided by instruction and operation and provided with clear expectations of roles and responsibilities. They will monitor the systems to ensure success alongside the leader. The CBO will serve as an additional administrator for the supplemental services needed in the community; create a sustainability plan, and leverage partnerships and resources to improve the school community.

Part 3 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Effective School Leadership. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, increase the amount of effective teachers by 10 % as per Advance and the observation process, build capacity through teacher leadership by creating 6 professional learning communities (PLCs) for each of the Pillars within the Framework that analyze, revise/reflect and adjust curriculum to assess instructional practices.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Create data charts to show progress and student work that the community can see so that all progress is transparent.</p>	<p>Community</p>	<p>2015-June 2105</p>	<p>Assistant Principals Peer/Model Teachers Grade team leaders Dept. Leaders CBO Director</p>
<p>Foster a welcoming environment so that shared spaces clearly illustrate collaboration. Engage in multiple branding strategies to recruit incoming students and increase student enrollment.</p>	<p>School Community</p>	<p>September 2015-June 2015</p>	<p>Principal Assistant Principals Peer/Model Teachers Grade team leaders</p>

			Dept. Leaders CBO Director
Implement strategies as per the Renewal Community Schools initiative. Develop health/wellness PD series to support the social emotional needs of adults within the community	School Community	September 2015-June 2015	Principal Assistant Principals Peer/Model Teachers Grade team leaders Dept. Leaders CBO Director
Attend professional development series for school leaders Increase the amount of teacher leaders pursuing administrative certificates by 5% Conduct 1:1 monthly coaching sessions based on Advance MOTP report three times a year to provide targeted and actionable feedback to cohorts of teachers	School Community	September 2015-June 2015	Principal Assistant Principals Peer/Model Teachers Grade team leaders Dept. Leaders CBO Director

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
DOE Peer/Model Teacher Funding TC partnership The Leadership Program CBO Director Director of School Renewal
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III	X	PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>Learning Environment Surveys administered three times a year</p> <p>MOTP reports as per Advance</p> <p>Building Council Minutes</p> <p>Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	H
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	H
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>The principal has also used these forums to make parents aware of the school’s academic expectations and need of an increase in parental involvement. Teachers and Guidance Counselors reach out to families on weekly basis to provide updates on student progress towards goals and concerns. All stakeholders work together set goals, identify, and implement strategies that support the success of our students. Progress reports issued between report card distributions to keep families updated on their child’s academic progress.</p> <p>Based on the data optioned from the Survey of Enacted Curriculums report, American Institutes for Research Supports and Structures Report, and our last Quality Review, the following need have been identified for our school community:</p> <ul style="list-style-type: none"> The lack of a cultural awareness among the staff which can create barriers to parental involvement. <p>Incorporation of programs to promote collaboration between the school and the neighboring community</p>		

Part 2 – Summative Vision for Strong Family and Community Ties

In a narrative, outline the Renewal school's vision for this element, upon completion of the Renewal Program.

Questions to consider:

1. Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will school safety officers and all staff be given to help create a welcoming environment?
2. How does the school provide support to families so that they understand and can take an active role in what their child is learning?
3. How would the school engage the community and families? How would they ensure that teachers are able to learn from families about the children being taught?
4. How do families partner with the school and CBO to support student success? Will there be dedicated space for families?
5. What adult education offerings can your school community provide to families?
6. How would families be able to access and understand student data and progress?

The principal of the East Flatbush Community Research School has put many systems in place to ensure the development and maintenance of a collaborative relationship with our student's families and the community at large. Families are provided with multiple forums inclusive of the four mandated parent teacher conferences to address and the concerns or collaborate in the development of their child's academic and socio-emotional development. These forums include:

- Two annual school carnivals
- Monthly parent workshops hosted by our parent coordinator and the Leadership Program
- Incoming 6th grade orientation
- Three talent showcases throughout the school year
- Monthly town-hall meetings
- Classroom publishing parties
- School-wide dances
- Annual Family Science Day at the Botanical Gardens
- Monthly PTA and SLT meetings
- School-wide trips
- Weekly grade team meetings
- Blackboard connect phone system
- Monthly parent newsletter and school calendar
- Use of Skedula platform to communicate student progress in academics and socio-emotional growth
- Onsite Mental health services for students through Interborough partnership

Onsite School Social Worker through Counseling in Schools partnership

Part 3 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Strong Family and Community Ties. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

We will continue to host monthly parent workshops. Our Community Schools Director will survey parents and families three times during the school year to identify workshops they would be interested in participating in.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Implement Push Notifications through Skedula system</p>	<p>Families</p>	<p>September 2015-June 2016</p>	<p>Parent Coordinator Administration PTA President The Leadership Program</p>
<p>Partner with Computers For Youth</p>	<p>Families</p>	<p>September 2015 – June 2016</p>	<p>Parent Coordinator, Administration, math Department</p>

Engage parents through Job Readiness Series with partnership with Kingsbrook Medical Center/Downstate Medical Center	Families	September 2015-June 2016	Community School Director, Administration, Community Associate, Parent Coordinator
Parent Trainings Monthly Celebrations Parent Volunteers Home visits	Families and Students	September 2015-June 2016	Parent Coordinator, PTA Executive Board, Community School Director, Community Associate, Social Worker, Guidance Counselors, Administration

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP	X	Title I TA	X	P/F Set-aside	X	21st Century	X	C4E
	Title I 1003(a)		Title III	X	PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Dataation: PupilPath usage

Attendance as per the PCar for parent events

Reciprocal communication through PupilPath(Email)

PTC attendance

Tuesday Meetings Log

Targeted parent Meetings based on Skedula anecdotes (behavioral/academic)

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Expanded Learning Time (ELT) Program Description

Directions: Expanded Learning Time (ELT) activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environments, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. 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. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.
<p>The summative goal of Extended Learning Time is to provide educational programming which will respond to the unique needs of students and maximize their potential. In addition, ELT programming increases school-wide learning opportunities in high-quality extended school day and/or extended school year programs with a focus on improving academic achievement, and social-emotional development through engaging community building activities. The Extended Learning Program goals include:</p> <ul style="list-style-type: none"> • By June, 2016, we will increase student achievement by 3% through increasing the amount of academic offering based on student need.

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?	<input type="checkbox"/>	Voluntary	<input checked="" type="checkbox"/>	Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				

Part 3 – ELT Program Description

Target Population: The ELT program for a Renewal School will be offered to all students in the school.
<p>Describe how the school will meet the following SED requirements for an ELT program: How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging? How will CBO staff and the school’s teachers be integrated to provide a seamless learning day?</p> <ul style="list-style-type: none"> • 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.

- What new content areas and opportunities will be offered to students?
- 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.
- How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff?
- How will outreach be made to families?

The Expanded Learning Time program will be divided into academic and enrichment programming offered to our entire student body that will be presented as part of the school day for all students. For the enrichment portion of Expanded Learning Time, students will be administered an interest survey three times during the school year. Each survey will have students identify the types of activities they would like to be offered and which activities they would like to participate in. Based on the selection, students will be assigned to an activity that reflects their first or second choice. To date, the activities offered include Basketball, Cooking, Dancing, Drama, Student Government, Soccer, Steel Pan, Step, Technology “Coding”, and Media. For the academic portion of our ELT programming, students will take part in the following: STEM Education Academy through the TASC corporation, Google coding, The Ivy Key Specialized High School Test Prep program, MSeXTRA small group tutoring program, and iReady on-line academic instruction in English language arts and mathematics. Our classroom teachers will serve as instructors for the academic programs offered. We will tier the academic component of our ELT to ensure that all students receive the proper instructional supports based on their academic performance. Groupings will be determined by each student’s individual performance on baseline and interim assessments in math and English language arts, and the Degrees of Reading Power assessment. Our ELLs will utilize the i-Ready on-line instruction program. Students performing below grade level standards and SWD’s will also use the iReady online instruction program, Ready direct instruction workbook, and small group strategic reading tutoring (4 to 1). All students performing at or above grade level will have an opportunity to engage in our STEM programming options. Our CBO will hire qualified teaching artists and community associates for enrichment offerings. Professional development for all CBO employees and ELT teachers will be provided by University Settlement site director and afterschool program administrator however, opportunities for joint professional development sessions

with the school staff will be offered such as attending the staff retreat. The school will communicate with families through the use of the Blackboard connect phone blast system, individual phone calls made by the afterschool program

director, and mail correspondence. This program will be outlined as follows:

- Two and a half hours of extended learning time
- Differentiated instruction based on tiered programming and student interest
- Technology based programming in every academic activity
- Enrichment activities based on student choice through surveys
- three culminating showcases at the conclusion of each cycle(3 cycles for the school year)
- A male and female empowerment group to address socio-emotional needs of the student body
- Saturday Academy to provide additional academic support to our students
- Bi-monthly professional development sessions with the CBO and school teachers addressing students' need, and purposeful planning around the social-emotional component
- Monthly correspondence via parent newsletter and calendar

Utilizing Blackboard connect telephone system which serves as a communication system to inform parents of student's

attendance, school announcements, and upcoming school events.

Part 4 – ELT Program Implementation and Oversight

Part 4a. Who will implement the ELT program? Who will oversee the program?

1. 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.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
3. Explain how you will evaluate the program to assess impact on student achievement.

The key personnel that is responsible for the implementation of the program are as follows:

- The Director of the Program – Kenya George
- University Settlement, Middle School Quality Initiative/MSExTRA program director
- Extended Learning Time administrator

The evaluation of the effectiveness of the program will be monitored by:

- Student interest and feedback survey administered three times throughout the year.

- Student academic performance on interim assessments, the Degrees of Reading Power assessment, and
- unit based performance tasks
- Monthly meetings with all participants of the ELT program
- Monthly observations with the supervisors using the L and G. Activity Observation form rubric to provide
- Bi-weekly observations by school administration to provide feedback on academic instructional practices
- Facilitate bi-monthly professional development sessions for all Extended learning participants

Bi-weekly review of data to assess student completion of assignments and mastery of standards

Part 4b. Timeline for implementation and completion, including start and end dates.

The timeline for implementation and completion is from October ,2015 until June, 2016

Part 5 – ELT Budget and Resource Alignment

Part 5a. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

Resources needed to implement the ELT program are:

- Allocated funds for the teachers and supervisor of the ELT program(Per session)
- Arts supplies for the enrichment activity
- • Cooking Supplies for the Cooking enrichment activity

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.

Note: If the program is funded by 21st Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.

X	21 st Century	X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside	X	C4E
	Title I 1003(a)		Title III	X	PTA Funded	X	SIG or SIF Grant	X	School Success Grant		Other

Part 6 – ELT Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The effectiveness of our Expanded Learning Time program will be monitored using the following

benchmarks:

- 100 % participation in the Expanded Learning Time program (all students attend)
- Academic Progression reports generated through i-Ready
- Reduction of incidents occurring in Extended learning Time program via OORS report
- Student participation and engagement in the talent showcase held after at the commencement of

each cycle

- Interest survey administered three times during the school year to gauge student level of satisfaction

with program and the level of engagement with activities.

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 7: Community School Description

Directions: The Community School program is directly aligned to the Framework for Great Schools element – Strong Family and Community Ties.

Part 1 – The Community School Program Goal(s)

Indicate the summative goal(s) of the Community School program for the 2015-16 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

- 1) To effectively secure and integrate additional resources into the school to help address both student/community needs – those needs will be determined by the needs assessments that are/will be conducted.
- 2) To expand the mental health services offered to students throughout the Winthrop Campus.
- 3) To work closely with the Parent Coordinator and other stakeholders to strengthen and increase parent engagement and to provide targeted resources that will empower them.

Part 2 – Community School Program Description

Part 2a. Identify the target population(s) to be served by the Community School program and the scope of the services provided.

We will target all East Flatbush’s students, parents, teachers, school administration. We will also target the entire Winthrop Campus and larger school community when appropriate.

Part 2b. Describe how the school will meet the NYCDOE requirements for a Community School in the School Renewal program.

1. Renewal Schools are expected to pair with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the needs and asset assessment, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.
2. Renewal Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the needs and asset assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.
3. Renewal Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, attend parent-teacher conferences, participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly Forums engaging families and community stakeholders will be a critical part of this parent engagement strategy. Describe how you will implement this aspect of the work.
4. Renewal School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools and training will be available for schools to use. Indicate how you will implement this aspect of the work.

1) In collaboration with the school’s principal and members of the SLT, University Settlement has promoted the current Expanded Day Director at East Flatbush Community Research School (EFCRS) to fulfill the Community School’s Coordinator position.

2) University Settlement will continue to provide Expanded Day programming at EFCRS. Currently, the program offers 2 ½ hours of additional services for the entire school, in collaboration with several CBOs. University

Settlement has already began the work of strengthening programming – specifically within our academic component of our ELT. Recently, we have partnered with Girls Who Code which is a non-for-profit whose mission to expose and teach young girls from urban communities coding. We have sought out two additional grants that will provide coaching to staff that will build capacity in core subjects.

All mental health programming will be planned and implemented by University Settlement’s full-time Social Worker, who will work closely with the Guidance office and on-site Social Worker who is partnered with

3) In the early stages of planning, University Settlement will host a series of focus groups, where our parents will collaborate on developing the vision for their community school. In addition, we will partner with the school’s PTA in hosting forums throughout the year to ensure that parents are consistently in the conversation. In addition, there will be a resource hub for our families to have access to. Information will include but not limited to: emergency housing, food assistance, medical insurance, etc.

4) The current Expanded Day Director currently meets with the Principal and the School Renewal Director for District 18. Both the school and CBO partner has already developed structured time to discuss trends and will ensure that this topic is always an agenda item to discuss both quantitative and qualitative data.

Part 3 – Community School Program Implementation and Oversight

Part 3a. Who will implement the Community School program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the Community School program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured with the Community Based Organization (CBO).
3. Explain how you will evaluate the program to assess its impact on student achievement.

1) Community School Director – University Settlement, Principal and school administration, teachers, parents, Parent Coordinator, Student Leadership Team, School Renewal Director, current CBO partners.

2) Next year, ELT programming will be supported by University Settlement, The Leadership Program, and CHAMPS.

Over the past year, University Settlement has worked side-by-side with The Leadership Program and EFCRS administration to offer academic and other enrichment supports. Next year, we will keep this collaborative model to ensure that all ELT supports are available for all students.

3) We will continue to keep with all partnerships every other month to observe and debrief the effectiveness of program. We are currently looking to expanded our assessment tools to include quantitate data which will include

attendance, increase parent involvement, etc.

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

- Instructional Supplies
- Stem Educator’s Academy
- Kingsbrook/Downstate Partnership
- Director of School Renewal
- Partnerships with CBOs including counseling in schools, the leadership program, Computers for Youth

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

Identify Community School Team & Establish Shared Vision

- US, EFCRS principal and SLT hire CS Coordinator – June
- Finalize Community School Team, including members of School Leadership Team, parents, students, CBO partners and community leaders in addition to principal and CS Coordinator – Early July
- Develop School Year CST Communications Protocols – mid-June
- Establish draft details of shared CS vision and align instructional priorities – Late June

Implement Community Assessment

- CST drafts community assessment tool – late June
- Review and analyze data (state tests, in-school formative assessments, social and emotional learning diagnostics) to inform programming – late June
- Inform parents of expanded day plans – Early July
- Host stakeholder focus groups to gather feedback on assessment tool – early July
- Administer assessment to a variety of CS stakeholders – mid-July
- Conduct additional research on community resources – mid-July
- Analyze data collected from focus groups/assessment – mid-July

Develop Community School Plan for Year One

- Begin recruitment of staff – early July
- Draft CS Plan – mid-July

- Finalize program/schedule of activities and staffing plan for extended day – late July
- Secure relevant curriculum resources and training for staff – late July
- Share draft CS Plan with stakeholders via focus groups – early August

Finalize School Year CBO Service Plan & Training

- Incorporate CS Plan feedback and finalize – mid-August
- Outreach to CBOs and elected officials with specific partnership opportunities – mid-June through mid-August
- Continued staff recruitment – mid-August
- Finalize CBO service coordination plan – mid-August
- Week-long staff orientation with joint training with in-school teachers – mid-August

Community School Launch

- Host celebratory events for launch of Community School at EFCRS – late August
- Determine student and family communication plan – late August
- During the first community school team meeting, review community school vision and goals, organizational chart, communication plan, and program schedule – late August

Health Supports

- Hire a full-time social worker to provide personalized support for students with special needs as well as to help integrate social-emotional supports into community school programming for all students. – Early August
- Facilitate access to University Settlement’s affiliation with youth development agency – The Door – A Center of Alternatives, who will provide youth services such as adolescent health education, facilitated referrals to adolescent health care and legal services for youth. – Early September
- Collaborate with the other community-based organizations within the Winthrop Campus and continue to foster EFCRS’ new relationship with Kingsbrook Jewish Medical Center. – Ongoing
- Host a Fall & Spring Community Health Fair which will link community members to medical services, information, and Medicaid/Medicare access. – Early September

Community Development & Capacity Building

- Foster relationships with local elected representatives to advocate for community needs. Specifically, we will work with Community Boards 9 and 17, and Council members Jumaane Williams and Darlene Mealy. – Early July

- Establish a Family Resource Center to serve as a hub for both community-building and information-sharing about available support resources. This center will be in partnership with East Flatbush Community Research School’s (EFCRS) Parent Coordinator. – Ongoing development

Integrate parent supports based on the needs reported in University Settlement’s parent needs assessment. Programs could include: Adult Literacy, Project Home eviction prevention services, job readiness certifications and skills development, etc.- September

Section 8: 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.)
English Language Arts (ELA)	DRP Scores Interim Assessments Including Baseline	Read 180 Lightsail Achieve 3000 Literature Circles Guided Reading	Small group 1:1 tutoring	During the school day Afterschool
Mathematics	DRP Scores Interim Assessments Including Baseline	Iready Math XL Math IXL Power My Learning	Small Group	During the school day Afterschool
Science	DRP Scores Interim Assessments Including Baseline	Escience Achieve 3000 Iready	Small Group	During the school day Afterschool
Social Studies	DRP Scores Interim Assessments Including Baseline	Writing Matters Achieve 3000 Iready	Small Group	During the school day Afterschool
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Attendance Academic Anecdotal Behavioral Anecdotal SBST assessments Ladder of Referral	AVID Skedula Overcoming Obstacles Respect for All	Small Group	During the school day Afterschool

Section 9: 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
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4]
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

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.
School hiring committee is a part of the hiring process
Recruitment Fairs
Director of HR
Teachers possess State Certified by Content

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
PD plan formed in the beginning of the year based on individual teacher, groups of teacher's needs

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/information, 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.

Staff Development Committees

Peer/Model Teachers

Teachers assist with Testing

MOSL committee

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	193,265.00		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,238,741.00		

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

Section 10: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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 RSCEP 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's Title I Parent Advisory Council (PAC) 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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 on assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 18	Borough Brooklyn	School Number 581
School Name East Flatbush Community Research School		

B. Language Allocation Policy Team Composition

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

Principal Daveida Daniel	Assistant Principal Christopher Padmore and J.Bell
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Justin Dickinson / ENL	School Counselor Khadija Matthews-Sussman
Teacher/Subject Area ** / **	Parent ***
Teacher/Subject Area type here	Parent Coordinator Margaret Johnson
Related-Service Provider type here	Borough Field Support Center Staff Member Ronny Rodriguez
Superintendent Beverly Wilkins	Other (Name and Title)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	131	Total number of ELLs	15	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	15	Newcomers (ELLs receiving service 0-3 years)	7	ELL Students with Disabilities	1
SIFE	3	Developing ELLs (ELLs receiving service 4-6 years)	6	Long-Term (ELLs receiving service 7 or more years)	2

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	7	2	1	6	1		2			0
Total	0	0	0	0	0	0	0	0	0	0

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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

* EP=English proficient student

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

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____

Freestanding English as a New 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							0	0	1					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							0	2	3					0
Haitian							1	3	1					0
French									3					0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							0	0	1					0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)								1	3					0
Emerging (Low Intermediate)								1	1					0
Transitioning (High Intermediate)									1					0
Expanding (Advanced)							1	3	4					0
Commanding (Proficient)								1						0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total								1						0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	1								0
7	4		1						0
8	7		2						0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Assessment tools that are used at the East Flatbush Community Research School, MS 581 are: Common Core Benchmark and Baseline Periodic Assessments, DRP (Degrees of Reading Power Assessment) and running records. There are no tests specifically tailored to ELLs that the school administers. Data from the DRP reveals that ELLs are reading below grade level. Running records help us to determine what specific grade level they are reading on.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 In general across proficiency levels and grades ELLs were weakest in writing followed by listening. Speaking followed by reading levels were the highest among ELLs across proficiency levels and grades. Across grade levels, there are eight students who scored Expanded on the NYSESLAT. One student tested out as Commanding. One eighth grader scored Transitioning. The majority of ELLs are at the Expanding level. The NYSITELL has not been administered as yet during the 2015-2016 school year.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Since the majority of students are lowest in writing for the 2014-2015 school year the ESL teacher is focusing on writing everyday with students through the use of the Wilson Reading Program. Additionally, beginner - advanced ELLs receive push-in ESL instructional support with writing essays and short answer written responses aligned to NYS Common Core Curriculum.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - The program at MS 581 is a stand alone ENL 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/Expanding level for several consecutive years.

- b. The school leadership and teachers are using content area ELA and Math Periodic Assessments to gain knowledge of student strengths and deficiencies. The assessment data is used to drive instructional planning for individual students. During common planning and department 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. Furthermore, the school administration uses the scores from the DRP to determine placement in an Intervention class. Intervention is a class period that occurs daily where students are grouped with other students who have a similar reading level. The lowest-scoring ELLs are grouped together in the same Intervention class where they are receiving instruction according to the Wilson Reading System program. Also, the latest scores from the NYSESLAT are used to determine if each ELL requires placement in this Intervention period based on the number of required ENL minutes per week. Additionally, the school offers an afterschool program focusing on ELLs on Monday and Wednesday afternoons (2 hours per week).
- c. Since the school's program is a stand alone ENL 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 and 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 and making inferences about a passage are also challenges for the ELL students. Lastly on performance tasks the ELLs struggle with consolidating all the information they have read into a well developed and organized written task. Teachers use Google translate to give ELLs differentiated handouts written in their native language when deemed appropriate. Also, the 8th graders take French as a foreign language. The many ELLs who have French and/or Haitian Creole as their native language can benefit from having this class because they already have background knowledge of the language. Additionally, the certified ENL teacher is fluent in French and can communicate with ELLs in this language if needed. Two staff members speak Haitian Creole and can serve as an interpreter if needed.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]
N/A
6. How do you make sure that a student's new language development is considered in instructional decisions?
NYSESLAT and LAB-R scores are used to give teachers an snapshot of how proficient each ELL student is in English. Teachers learn from the data if the child is nearing proficiency in reading, writing, listening or speaking and then scaffold their lessons around this information. Students are grouped together in classrooms according to their proficiency levels. In the school, these levels are referred to as Tiers 1, 2, and 3. The Entering ELLs are all Tier 1 students. They are grouped together for their Wilson Intervention period. Additionally, they are grouped together in their ELA classrooms. They receive push-in support from a certified ENL teacher for four 45-minute periods of ELA per week. The certified ENL teacher works with the classroom teacher of ELA to ensure that all tasks are differentiated by tier for the Entering ELLs as well as the ELLs who are further along in their language development. The ENL teacher takes into account the ELLs' cultural and educational background. If an ELL has a background in Creole/French, then the ENL teacher can rely on French translation in order to make content more accessible (the ENL teacher is also a certified French teacher). For those ELLs who are SIFEs, special consideration is given when differentiated instruction: for example, visual aids and sentence starters are used frequently for these students who may not be literate in their native language.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
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 and vocabulary use, quizzes, reading comprehension teacher created assessments, rubric based oral presentations to evaluate student speaking fluency progress, rubric based written tasks to evaluate writing fluency progress, and class work), report card grades to document progress of ELLs in the content areas and 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.

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.

Parents are asked to fill out the HLIS for students who may be possible ELLs: This survey and interview are conducted by a certified ENL teacher. If necessary, an interpreter is provided to assist the parents in completing the forms. If, after taking the survey and going through the interview, it is determined that a student speaks a primary language in the home other than English, then the ENL teacher administers the NYSITELL to the student. Additionally, if it was determined that the student's home language is Spanish, then the Spanish LAB will also be administered at the same time as the NYSITELL. The administration of the NYSITELL (and Spanish LAB, if applicable) must take place within 10 school days of when the child is first enrolled. After the student takes the NYSITELL, the ENL teacher will determine that student's proficiency. If the student scored less than commanding, then they are classified as an ELL and will begin to receive ELL services. The person responsible for this process is Justin Dickinson, a certified ENL teacher.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

The Home Language Identification Survey completed at the time of student enrollment combined with student work and conversations with the student about their past schooling experiences are used to identify SIFE. If, during the time of the oral interview, it is discovered that the student's education may have been interrupted, then the ENL teacher administers the SIFE questionnaire. The SIFE questionnaire along with instructions can be found on the DOE Intranet at:

<https://intranet.nycboe.net/SpecialPopulations/ELL/Resources/SIFE.htm>. The procedures for identifying SIFE status must happen within 30 days of when a student first enrolls.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

If a student with an IEP is admitted as a new student to the school, then the LPT will convene to determine ELL status. The LPT is made up of Justin Dickinson (ENL teacher), Maudelin Davis (Sped teacher), and Christopher Padmore (Assistant principal). The LPT will look at samples of student work and will determine if the student will have to take the NYSITELL. The LPT uses Appendix EPRG to determine SIFE status. If at all possible, an interpreter will be provided for the parent of the student to inform them of the processes that are taking place. If the LPT recommends that the student takes the NYSITELL and the student scores below a Commanding, then that student will be classified as an ELL. The parent has the right to accept or reject the recommendation of the LPT within 20 days. If the recommendation is rejected, then the LPT will reconvene with the parent in order to identify next steps of the process.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

To ensure completion, forms are completed by parents on the day their child is enrolled at the East Flatbush Community research School, MS 581. After the student is determined to be an ELL, an entitlement letter for ELL services is sent home. If the parent notification of ELL service eligibility letter is not returned, the ENL teacher makes a follow up phone call to the parent. The persons responsible for this process are Justin Dickinson (ENL teacher) and Christopher Padmore (Assistant principal).

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents (and students themselves, if they are 18 or older) have the right to appeal an ELL identification within 45 days. Copies of all letters regarding ELL status are kept on file in the main office. The people responsible for this process are Justin Dickinson (ENL teacher) and Christopher Padmore (Assistant principal).

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Upon initial admission to the East Flatbush Community Research School, MS 581, all parents of ELLs or potential ELLs are notified that the only program the school offers is a freestanding ENL program. Our plan that is in place is to show the parent the orientation video in the parent's native language to ensure that the parent understands the parent program choices. If a parent desires a Bilingual or Dual language program for their child, the ENL teacher then helps to connect the parent to a school offering the program of their choice. When a parent survey is not returned, then the Bilingual Program option becomes the default choice. The ENL teacher as well as the Parent Coordinator can reach out to the students' families using telephone numbers on file in order to explain to them how to make their choice regarding the type of language development program that they desire for their children.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

To ensure completion, forms are completed by parents on the day their child is enrolled at the East Flatbush Community Research School, MS 581. After the student is determined to be an ELL, an entitlement letter for ENL is sent home. If the parent notification of ENL service eligibility letter is not returned, the ENL teacher and the Parent Coordinator make a follow up phone call to the parent. The parents' contact info is kept on file in the Parent Coordinator's office. After a parent makes their program choice, then the continuing entitlement letter that has been signed and dated by the parent is kept on file in the front office.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The ENL teacher maintains a check list of parents who have not completed or returned Parent Survey and Program Selection forms. The ENL teacher as well as the Parent Coordinator reach out to parents to remind them to return the forms. The parents' phone numbers are kept on file in the Parent Coordinator's office. If the parents request it, then the Parent Survey and Program Selection forms will be made available to the parent in their requested language. The Parent Survey and Program Selection forms are sent home with students and are also mailed to the students' home addresses. Completed and signed forms are kept on file in the main office.

9. Describe how your school ensures that placement parent notification letters are distributed.
During the first month of school parent notification letters are distributed. Students are given hard copies to take home to their parents. An additional hard copy is mailed to the students' home address (which is kept on file in the main office). Upon request, a parent notification letter is made available in the parent's preferred language. The person responsible for this process is Justin Dickinson (ENL teacher).
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ELL documentation for each child is kept on file in the front office. The ENL teacher, the principal, and the assistant principals have access to these documents. Also, original copies of ELL documentation is maintained in the cum file of each child in the main office. Justin Dickinson (ENL teacher) and Christopher Padmore (Assistant principal) are responsible for maintaining these records.
11. 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 ENL teacher the number of NYSESLAT exams the school will need to order for each grade band. The week before the exam, the ENL 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). The speaking part of the NYSESLAT is administered first. The ENL teacher and the Assistant principal are present for the speaking section. Then, the reading/writing/listening sections of the exam are administered over a period of 3 days. During the examination process, 6th graders will have one band of the exam, spread throughout three days. The 7th and 8th graders will have another band of the exam, also spread throughout three days. The testing coordinator (Christopher Padmore) works with the ENL teacher (Justin Dickinson) to create a schedule that ensures that all grade bands are administered each section of the exam. Throughout the week the ENL teacher keeps a record of which child was administered each part of the exam and which child (if any due to school absence) needs to be pulled to make up a test.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Continued entitlement letters and transitional support letters are sent home to parents in September. A hard copy is given to students to take home. Additionally, a second hard copy is mailed home to the students' home addresses. During Parent Teacher Conferences, the ENL teacher will follow-up with parents and have them complete any missing documentation. The ENL teacher responsible for this process is Justin Dickinson.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
Yes, program models are aligned with parent requests. Parents who have chosen to enroll their child at the East Flatbush Community Research School, MS 581 are aware the only program model offered is a free-standing ENL program and 100% of the parents have chosen this program. The school monitors trends in parent choice by keeping signed and dated Continued Entitlement Letters on file in the main office. The data to support this trend is that all of the parent choice letters that have been returned have requested that the student continue being enrolled in the school's freestanding ENL program. The Aspira Consent Decree makes the educational system legally responsible for providing bilingual education when it is requested by the parents. The school cannot offer a bilingual program currently because we lack the personnel to offer instruction that is completely in Arabic and/or French.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.

ELLs receive services through a standalone ENL model. ELLs receive push-in ENL services during their ELA classes order to receive all of the federally mandated number of minutes. Those ELLs requiring more minutes also receive pull-out services in the form of their Intervention classes. Students receive small group instruction in groups of no larger than 6 students per class during pull-out services. During push-in services students receive either 1:1 direct reinforcement from the ENL support teacher of ELA content material or are grouped into small groups to receive reinforcement from the ENL support teacher during ELA. This is to provide individualized support to better meet all the ELLs' language acquisition needs. A content based, natural approach is used to facilitate the ELLs' language development through the academic areas of ELA, Social Studies, Science and Mathematics. All ENL and content instruction is aligned with NYS standards and Common Core Curriculum. The goal is to facilitate language development while supporting students so they can master grade-level content knowledge. This interdisciplinary, standards-based approach allows students to meet performance standards and succeed on NYS and NYC assessments as well as be ready for college and careers. Lastly, students are grouped heterogeneously and are given the opportunity to interact daily and learn from their peers who are more proficient in English or who are native speakers. This facilitates their social and cultural competence of life in the United States as well as aides in their progress of achieving native-like fluency in English.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The ELLs who scored Entering are entitled 360 minutes per week (180 of integrated ENL instruction and 180 of standalone ENL instruction). They receive 180 minutes of integrated instruction (during ELA) and 225 minutes of standalone instruction (during Intervention).

The ELLs who scored Emerging are entitled to 360 minutes per week. They receive 180 minutes of integrated instruction (during ELA) and 225 minutes of standalone instruction (during Intervention).

The ELL who scored Transitioning is entitled to 180 minutes per week. He receives 180 minutes of integrated instruction (during ELA) and 225 minutes of standalone instruction (during Intervention).

The ELLs who scored Expanding are entitled to 180 minutes of Integrated ENL instruction per week. They receive 180 minutes of Integrated ENL instruction (during ELA).
3. Describe how core content is delivered in each program model. 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 ENL 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 and writing scaffolds. Additionally, the ENL teacher who provides push-in ENL services plans with content area teachers in order to ensure that all ELLs are receiving instruction that is appropriate, comprehensible and challenging linguistic needs. This can include scaffolding the work that non-ELLs are doing via the use of graphic organizers, sentence starters, etc. This can also include giving ELLs a completely separate task from non-ELLs if necessary. Instruction at the East Flatbush Community Research School, MS 581 is in English. In French class, instruction is in both English and French. A teaching methodology used throughout the school is the Workshop Model.
4. How do you ensure that ELLs are appropriately evaluated in their home 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 and speaking language fluency development as well as to assess their language acquisition progress.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE

- b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
- a. SIFE students are assigned to the ESL teacher's intervention group. During this time students work on developing their reading (e.g. phonemic awareness), spelling, expanding their survival vocabulary as well as academic vocabulary and grammar (e.g. constructing a complete sentence using standard English) through the Wilson Reading program.
 - 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 and are also supported with test taking/study skill strategies.
 - e. In regards to former ELLs, the ESL teachers will check in with the student's content area teachers to learn how the child is performing in class and if necessary recommend possible strategies the content area teacher can try.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.
- If a student is re-identified as an ELL or non-ELL, the administration reviews the re-identification process in consultation with the ENL. The student is placed in the appropriate intervention class to ensure that proper academic supports are offered. Teachers are made aware of the student's identification status in order to inform instructional planning and practices.
8. 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?
- Teachers follow the recommendations per the student's IEP in order to provide access to ELL-SWD to academic content and facilitate their language development.
9. How does your school use curricular, instructional, and scheduling flexibility to enable 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 and goals while simultaneously facilitating their English language proficiency development. ELL-SWDs have access to everything their general education peers have access to.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

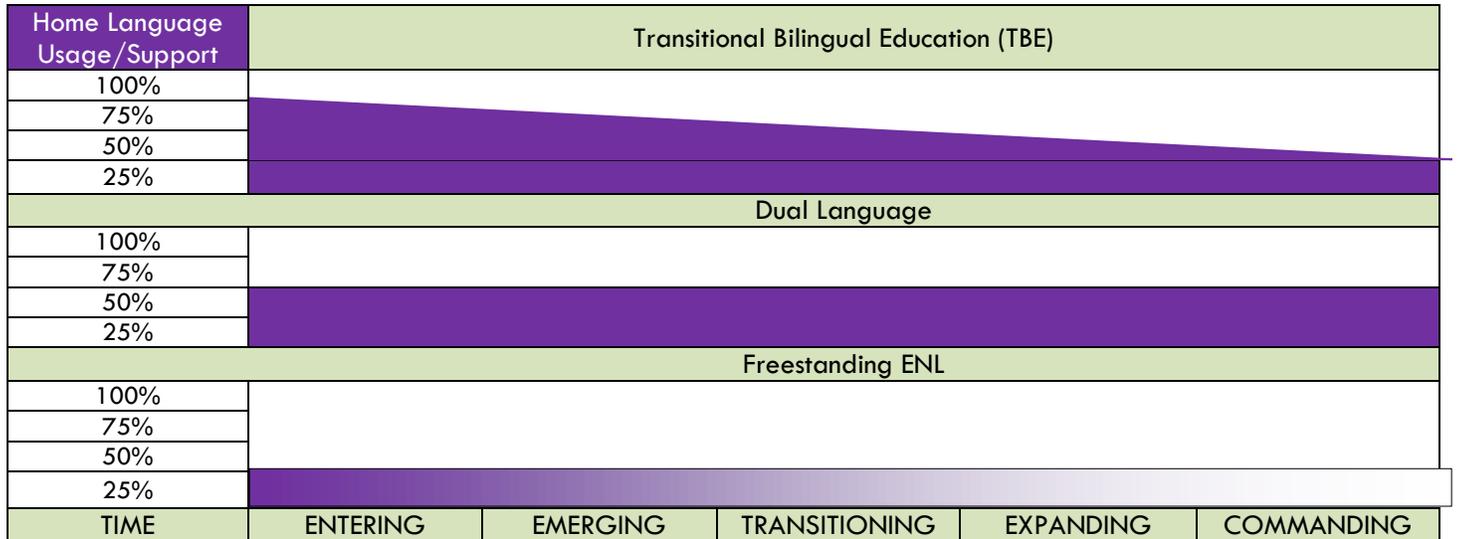


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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: Wilson Reading System 5 days per week that provides ELLS with reading, writing, and vocabulary acquisition strategies as well as Guided Reading Program using the Engage and Excel curriculums, Achieve 3000, AVID and Math XL which is a computer intervention program.**
11. 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 and the ESL teachers enable students to have access to academic content. This is because dialogue between teachers promotes understanding about the language acquisition process. These conversations are facilitated daily through common planning periods. Also, the dialogue helps the ESL teacher learn where particular students are struggling so that the ESL teachers can in turn incorporate those skills into their ESL lessons. This allows the ELLS to experience greater success in the classroom. Additionally, the dialogue allows the ESL teachers to provide the content area teacher with strategies for increasing ELL student involvement, understanding and ultimately success in the classroom. On average our students move two reading levels throughout the school year.
12. What new programs or improvements will be considered for the upcoming school year?
Turnaround Arts is a new program that will be implemented in the upcoming school year to improve student achievement by infusing arts literacy strategies into content area courses. The Teachers College Reading and Writing Project will serve as our ELA/literacy curriculum. We are also implementing the AVID program to provide our students with college and career readiness skillsets.
13. 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.
14. 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 and encouraged to participate in all extracurricular 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 and eighth grade ELLS participate in 21st Century. This is an academic/enrichment program. Activities include, but are not limited to drumming, visual arts, chorus, debate team, step dance, cooking, newspaper club, etc.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Instructional materials available to support ELLS are bilingual dictionaries, leveled texts, laptops, iPads, and smartboards.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Both ESL teachers speak French and are able to support the majority of the students (who are of Haitian decent) which helps bridge the language gap when necessary. Bilingual dictionaries and language translation apps are also used to help bridge language gaps.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Texts and web based resources are at an age and grade appropriate level.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Currently there are no activities in place to assist newly enrolled ELLS before the beginning of the school year.
19. What language electives are offered to ELLs?
Currently the language elective that is being offered to ELLS is French.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
The ESL teachers will be participating in various PD opportunities offered through the NYC Department of Education, Teachers College Reading and Writing Program, Turnaround Arts, Middle School Quality Initiative, and that the school administration identifies for the staff throughout the 2015-2016 school year.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
The ELL support is offered to teachers of ELLs by MS 581's Borough Field Support Center - ESL compliance specialist, Middle School Quality Initiative, Turnaround Arts, and Teachers College. Support includes, but is not limited to: our of school workshops on making modifications to lesson plans to provide all students access, whole staff professional development on implementing a SIOP model, using art to teach vocabulary and discussion protocols, classroom visitations and individual planning and support.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The Guidance Counselor at MS 581 meets 1:1 with students for career and goal counseling. She also works with students to assist them with enrolling in the best High School that will meet their personal, social and career needs. During class discussions about student goals and 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 and working to test out of ESL so they will be able to take more credit for graduation courses once they reach high school. The school Social Worker is also available to support ELL transitions.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
The 7.5 hours of ELL training is provided by MS 581's Borough field Support Center's ESL compliance specialist when he comes to the school to facilitate staff professional development and conduct classroom visitations to provide teachers with instructional feedback and support.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
ELL parents are part of the SLT Team (school leadership team). This group meets with administration and discusses the needs of the school.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to *ELL Policy Reference Guide, Parent Selection and Program Placement* section.
Paste response here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
ELL parents are encouraged to take part in all activities planned by the school. The school reaches out via newsletter, phone blast, and Skedula to inform parents about events and their child's progress. Blackboard connect and Skedula offer native language options for reach out.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Our school has partnered with University Settlement and The Leadership Program to provide services for all parents in our community.
5. How do you evaluate the needs of the parents?
The Parent Coordinator and our Community School Director at the East Flatbush Community Research School, MS 581 continuously speak and contact parents about their needs and the needs of the children. Additionally, parent needs are discussed and resolved during monthly PTA meetings and during SLT Team meetings. Parent surveys that the school sends home also provide information about what parent needs are.
6. How do your parental involvement activities address the needs of the parents?
Parents are invited to and 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, progress reports, and the use of Skedula's PupilPath system. Parents who do not speak or read English are provided with written communication home that is translated into the parent's native language. The school also conducts surveys to identify parent needs. These activities help meet parent needs with monitoring their child's academic progress on a regular basis throughout the school year.

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.
Paste response here:

Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 18k581 **School Name: East Flatbush Community Research Sc**
Superintendent: Beverly Wilkins

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

During their first visit to East Flatbush Community Research School, MS 581, parents and families are welcomed by our school secretary and parent coordinator. Our parent coordinator works with our certified ENL teacher, Justin Dickinson, to administer the Home Language Identification survey. If necessary, an interpreter is provided to assist the parents in completing the forms included in our welcome packet which include: Student emergency Contact cards, Parent Survey, After-school enrollment form, lunch form, and other documents. Bi-lingual versions of our enrollment form (provided by the Department of Education) are available.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

For the 2015 - 2016 school year, English has been requested for both written and oral communication by all parents.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The following documents are distributed yearly:

Student progress reports and report cards
Parent monthly newsletter, monthly student calendar of events
PupilPath log-in and access information
The EFCRS Parent Handbook

Various notices regarding events in day school such as (but not limited to):

Parent-Teacher Conferences
Curriculum nights
Family science night
Publishing parties
State exam testing dates
Parent workshops
Trips and celebrations

Various notices regarding events during the expanded day program such as (but not limited to):

Trips
Student performances and celebrations.

Please note that our parents have not requested to have any correspondence translated.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Examples of our formal face-to-face meetings are:

Student Orientation - usually held the last week in August
Monthly parent leadership workshops
Fall Parent-Teacher Conferences - November 18th
Spring Parent-Teacher Conference March 16th
School Leadership Team meetings - every third Wednesday of the month
Parent-Teacher Association meetings - every third Wednesday of the month
Fall Curriculum Night - September 16th
Spring Student lead Conferences - May 11th
Weekly parent appointments meetings during grade team meetings -Every Tuesday during parent outreach
Family Science Night - date may vary
Student IEP meetings (varies)

Examples of our informal face-to-face meetings are:

Student pick-up from after-school programming
Parents requesting a meeting with our Parent Coordinator or Guidance Counselor

Parent participation in school-wide celebrations or classroom celebrations
Student publishing parties in ELA

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

As per parent request, there isn't a need of translation services to date. However, if the services are requested we have two staff members that are fluent in Hatian-Creole and one staff member fluent in French. We also use the PupilPath platform which allows us to translate written documentation into a families native language for them to read. These documents can be translated upon upload into PupilPath.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

As per parent request, currently, there isn't a need for translated services. However, if the services are requested we have two staff members that are fluent in Hatian-Creole and one staff member fluent in French. We also use the PupilPath platform which allows us to translate written documentation into a families native language for them to read. These documents can be translated upon upload into PupilPath. We also have access to BlackBoard connect which allows us to record information in the parents native language and send as a phone blast directly to their home or cell phone.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Our Parent Coordinator and Assistant Principal of Operations trains staff on the use of translation services and over-the-phone interpretation service.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Upon entry onto our floor, parents are directed to the main office where they are provided with the Parent Guide to Language Access. Parents are asked to fill out the HLIS for students who may be possible ELLs. This survey and interview are conducted by a certified ENL teacher. If necessary, an interpreter is provided to assist the parents in completing the forms.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

As a school, we administer surveys to our parents cyclically to gather feedback on the quality of services offered as well as their interests. Our Community Schools director compiles the data from these surveys to inform future decisions regarding supports and programs offered. We've recently hired a Family Worker who works with our Parent Coordinator, and Community Associate to conduct parent outreach such as phonecalls and home visits.