



THE HIGH SCHOOL FOR ENTERPRISE, BUSINESS, AND TECHNOLOGY

2010-2011 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: 14K478
ADDRESS: 850 GRAND STREET
BROOKLYN, NY 11211
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 14K478 **SCHOOL NAME:** The High School for Enterprise,
Business, and Technology

SCHOOL ADDRESS: 850 Grand Street Brooklyn, New York 11211

SCHOOL TELEPHONE: (718) 387-2800 **FAX:** (718) 387-2748

SCHOOL CONTACT PERSON: Holger Carrillo **EMAIL ADDRESS:** HCarril@
schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Yvette Wharton

PRINCIPAL: Holger Carrillo

UFT CHAPTER LEADER: David Brown

PARENTS' ASSOCIATION PRESIDENT: Melissa Plowden-Norman

STUDENT REPRESENTATIVE:
(Required for high schools) Jose Midence, Shaquanna Williams, Daniel Trejo

DISTRICT AND NETWORK INFORMATION

DISTRICT: 14 **CHILDREN FIRST NETWORK (CFN):** 305

NETWORK LEADER: Joanne Mejias

SUPERINTENDENT: Karen Watts, Brooklyn High Schools Superintendent

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Holger Carrillo	*Principal or Designee	
David Brown	*UFT Chapter Chairperson or Designee	
Melissa Plowden-Norman	*PA/PTA President or Designated Co-President	
Jocelyne Foster	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Yolanda Quintana	DC 37 Representative, if applicable	
Jose Midence Daniel Trejo	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Yvette Wharton	Member/SLT Chairperson	
Eddie Cantos	Member/Teacher	
Sabrina Kellum	Member/Parent	
Wenceslao Yee	Member/Parent	
Jose Midence	Member/Student Representative	
Laura Centeno	Member/Parent	
Narcisa Velez	Member/Parent	
Rogelio Espinosa	Member/Parent	

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

We believe that all students can achieve academic excellence. Teaching them to be responsible and productive citizens, and preparing them to participate fully in the changing and complex world they will face after graduation is an essential component at the High School for Enterprise, Business, and Technology. In cooperation with their parents, we can ensure the students' cognitive, creative, and social growth. In partnership with colleges, community organizations, and corporations, students will have opportunities to work in business settings.

We utilize a project-oriented, student-centered approach, which focuses on helping students create and reach their own goals. Using a hands-on approach, students develop the technological expertise that will enable them to analyze information across all areas of the curriculum. This expertise will evolve into the ability to research issues and solve problems as productive members of society.

The entire student population is involved in this educational experience regardless of language and ability level. Bilingual students are instructed in their own language and in English. Students with disabilities receive individualized instruction geared to their own needs. We follow an inclusion model where students with disabilities are maintained in the Least Restrictive Environment (LRE) and taught by classroom teachers and special education specialists working in Integrated Co-Teaching (ICT) pairs.

Students at EBT take part in a carefully sequenced program that enhances their understanding of professional expectations and awakens their awareness of future opportunities. They enroll in one of three Career and Technical Education programs: Academy of Hospitality and Tourism; CISCO Networking Academy; or the Academy of Technical Theater and the Performing Arts. Through these programs, students are well prepared to pursue the educational and professional courses necessary for a rewarding career.

In addition to the programs listed above, EBT also provides a special opportunity for a select number of students who are accepted into the Mathematics and Science Institute for Pre-College Education. The Institute challenges students with advanced classes in math and science, and is run as a joint program with the Gateway organization.

EBT is a business and technology school that has a sincere commitment to the arts. All students are invited to audition for EBT's award-winning visual, vocal and instrumental music programs. In addition, students are encouraged to participate in the art shows and concerts produced by the Arts Department.

SECTION III – Cont'd

**CEP Section III: School Profile
Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:	The High School for Enterprise, Business and Techn									
District:	14	DBN:	14K478	School BEDS Code:	331400011478					
DEMOGRAPHICS										
Grades Served:	Pre-K		3		7		11	√		
	K		4		8		12	√		
	1		5		9	√	Ungraded	√		
	2		6		10	√				
Enrollment					Attendance - % of days students attended :					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
Pre-K	0	0	0		86.9	88.5	TBD			
Kindergarten	0	0	0							
Student Stability - % of Enrollment :										
<i>(As of June 30)</i>	2007-08	2008-09	2009-10							
Grade 1	0	0	0	94.4	97.3	TBD				
Grade 2	0	0	0							
Grade 3	0	0	0							
Grade 4	0	0	0							
Grade 5	0	0	0							
Poverty Rate - % of Enrollment :										
<i>(As of October 31)</i>	2007-08	2008-09	2009-10							
Grade 6	0	0	0	60.5	72.5	85.9				
Grade 7	0	0	0							
Grade 8	0	0	0							
Grade 9	280	322	279	Students in Temporary Housing - Total Number :						
Grade 10	239	280	277	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
Grade 11	168	146	197		7	41	TBD			
Grade 12	130	117	131							
Ungraded	1	0	1	Recent Immigrants - Total Number :						
Total	818	865	885	<i>(As of October 31)</i>	2007-08	2008-09	2009-10			
					18	24	8			
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
# in Self-Contained Classes	3	1	0	Principal Suspensions	0	7	TBD			
# in Collaborative Team Teaching (CTT) Classes	64	70	78	Superintendent Suspensions	7	12	TBD			
Number all others	32	33	37							
<i>These students are included in the enrollment information above.</i>					Special High School Programs - Total Number:					
					<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					CTE Program Participants	N/A	665	508		
					Early College HS Program Participants	17	0	0		
English Language Learners (ELL) Enrollment:					Number of Staff - Includes all full-time staff:					
<i>(BESIS Survey)</i>	2007-08	2008-09	2009-10	<i>(As of October 31)</i>	2007-08	2008-09	2009-10			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10			
# in Transitional Bilingual Classes	77	56	59	Number of Teachers	54	58	TBD			
# in Dual Lang. Programs	0	0	0							
# receiving ESL services only	17	33	15							

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	13	12	21	Number of Administrators and Other Professionals	24	24	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	2	2	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	19	28	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	70.7	70.5	TBD
				% more than 5 years teaching anywhere	51.7	50.8	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	74.0	74.0	TBD
American Indian or Alaska Native	0.7	0.8	0.8		91.0	83.7	TBD
Black or African American	38.1	39.4	37.9				
Hispanic or Latino	58.2	55.6	56.8				
Asian or Native Hawaiian/Other Pacific Isl.	1.3	2.2	2.3				
White	1.6	2.0	1.6				
Male	64.3	66.9	68.1				
Female	35.7	33.1	31.9				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√		Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:			√
Math:				Math:			√
Science:				Graduation Rate:			√
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			Progress Target
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				√	√	√	
Ethnicity							
American Indian or Alaska Native				-	-		
Black or African American				√	√		
Hispanic or Latino				√	√		
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White				-	-	-	
Multiracial							
Students with Disabilities				-	-	-	
Limited English Proficient				-	-	-	
Economically Disadvantaged				√	√		
Student groups making AYP in each subject				4	4	1	
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	89.7			Quality Statement Scores:			
Category Scores:					Quality Statement 1: Gather Data		
School Environment:	9			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>					Quality Statement 3: Align Instructional Strategy to Goals		
School Performance:	25			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>					Quality Statement 5: Monitor and Revise		
Student Progress:	46.7						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	9						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				◇ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

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

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

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

Performance Trends	Accomplishments	Barriers to Improvement
English Language Arts		
<p>Large percentage (63% in 2010) of students arrives to school below grade level in reading and writing.</p> <p>10% of EBT students are designated ELL students, and must pass the ELA Regents Examination.</p>	<p>Passing rate of students on ELA Regents with 65% or above has been at or above 75% for the last two years.</p> <p>Accomplished 100% compliance for NYSELAT for past two years.</p> <p>ESL curriculum has been realigned to more closely model the ELA classrooms, enabling students to be familiar with structure and language of the examinations.</p> <p>PM school/Saturday Institute classes offered for Regents preparation.</p> <p>ELA summer academy offered for any student who did not pass the examination in the June testing.</p> <p>Offered professional development sessions for teachers to incorporate technology into the classroom.</p> <p>Offered Kaplan SAT preparation courses to all eligible students.</p> <p>Incorporated SnapGrades to monitor student progress and improve parent involvement.</p>	<p>We are seeking increased parental involvement in students’ academic progress.</p> <p>We are working on ways to improve attendance and punctuality in regular classes, as well as PM and Saturday school classes.</p> <p>English is not the first language for many of our students.</p>

Performance Trends	Accomplishments	Barriers to Improvement
Mathematics		
<p>Large percentage (46% in 2010) of students arrives to school below grade level in mathematics.</p> <p>Students will further prepare for the Regents using CastleLearning software.</p> <p>Advanced students will mentor fellow students to achieve higher Regents examination scores.</p> <p>Students will use Acuity predictive assessments to identify student deficiencies.</p>	<p>Articulation sessions conducted at various Junior High Schools and Middle Schools in the community.</p> <p>After school and Saturday classes are conducted prior to the examinations. Increased student awareness of the advanced sequencing available in the mathematics department.</p> <p>Students will further prepare for the Regents using CastleLearning software.</p> <p>Improved weighted Regents mathematics score in the New York City DOE progress report. Increased number of students scored at levels 3 and 4.</p> <p>Achieved 180+ performance index points for five consecutive years.</p>	<p>Students who seek admission to the school are not in the top quarter of their class.</p> <p>Percentage of cohort students passing the integrated algebra, geometry and advanced algebra and trigonometry should be improved.</p> <p>Students must have the opportunity to attend higher level mathematics classes.</p> <p>Additional support to students and professional development for teachers to improved Advance Placement instruction and student scores.</p>
Social Studies		
<p>Improved Regents scores in Global History exams since extending 10th grade classes to double-periods.</p> <p>Students enter high school with low level of global history and geography knowledge.</p>	<p>Improved U.S. History Regents exam passing rates: 77% of all students pass rate \geq 65%, as compared to 64% for previous year.</p> <p>Passing rate of students on Global History Regents exam with 65% or above has been at or above 55% for the last two years, as compared to 38% pass rate in the previous year.</p> <p>Increased data management, organizing students by cohort, teacher and by incoming level.</p> <p>Professional development in use of technology including E-Portfolios using webs.com software.</p> <p>Utilization of ARIS to insure that students are referred to after school and Saturday review sessions. Teachers use ARIS as a data-collection tool to drive instruction.</p> <p>Class-level meetings among teachers helpful in cooperative planning and management of resources.</p>	<p>We are working on improving access to technology within the classrooms and during students' free periods.</p> <p>We are working on ways to improve attendance and punctuality in regular classes, as well as PM and Saturday school classes.</p> <p>We continue to help students in improving literacy skills, including reading comprehension and critical thinking by providing them with after-school and Saturday learning opportunities.</p> <p>English is not the first language for many of our students.</p>

Performance Trends	Accomplishments	Barriers to Improvement
Science		
<p>Large percentage (46% in 2010) of students arrives to school below grade level in mathematics.</p> <p>Higher percentage of students must complete the state mandated (SED) laboratory activities.</p> <p>Students in the lower-third will improve credit accumulation.</p>	<p>New computer lab, wireless lab, existing computer lab being used for research.</p> <p>Teacher workshops focusing on literacy strategies, ESL and special education issues.</p> <p>Promote the use of technology in the classroom to enhance students' mastery of writing and research. Subject-level meetings among teachers to plan lessons, set interim goals, and analyze data.</p> <p>Students conduct forensic/biotechnology projects.</p> <p>Students are able to use technology to collect and analyze data directly into the computer.</p> <p>Increased hands-on and interdisciplinary approaches to instruction.</p> <p>Professional development for teachers to enhance their skills to deliver better differentiated instruction in the classroom.</p>	<p>Vandalism of computer labs.</p> <p>Lack of adequate technical support for expanded technology usage.</p> <p>Limited budget for software updates, site-wide licenses, etc.</p> <p>Increasing school-wide enrollment without increasing facilities or budget.</p>
Foreign Language		
<p>An increasing number of students have been sitting for and passing the Spanish Regents Examination</p> <p>A higher percentage of students have been sitting for the Advanced Placement examination</p>	<p>Students will be actively recruited for the Advanced Placement Spanish class.</p> <p>Computer laboratories will be available for use to improve students' language acquisition.</p>	<p>Access to computer laboratories is limited because labs are shared with other departments.</p>

Performance Trends	Accomplishments	Barriers to Improvement
Pupil Personnel		
<p>Students who have been classified as LTA must be brought back into the school</p> <p>Student mental and physical health issues need to be addressed on a larger scale</p>	<p>IEPs are available to all teachers and training sessions have been conducted on the best use of them</p> <p>Training sessions on classroom management techniques that are successful with special education students are conducted.</p> <p>Attendance outreach conducted by both in-house and CBO staff Attendance teacher investigates all LTA students.</p> <p>Home visits are made by attendance teacher and family para-professionals. Higher number of family visits has been conducted.</p> <p>Teachers and Guidance counselors identify and refer students to SPARK program or individual counseling.</p> <p>School Messenger phone system has been regularly utilized to inform parents of students' absences and special events.</p> <p>Health Clinic has been brought into building to deal with student health issues</p>	<p>Time limitations for staff members to attend training sessions regarding inclusion class instruction.</p> <p>Difficulty in accommodating common prep periods for special education and regular education teachers to prepare together.</p> <p>Need for additional CBO staff to assist in attendance outreach.</p> <p>Immersion policy in regard to Special Education students requires intensive training for general education teachers.</p>
Business and Technology		
<p>High percentage of graduating seniors who completed the Career and Technical Program in CISCO and Academy Hospitality and Tourism received Advanced Placement Diplomas</p>	<p>AOHT and CISCO students gained valuable work related experience through internships, student conferences and job shadowing.</p> <p>After school tutoring is conducted to prepare students for industry certification assessments.</p> <p>Post secondary college visits to increase college readiness for students in the CTE programs.</p>	<p>Need to improve percentage of instructional support services students who achieve CTE certification.</p>

SECTION V: ANNUAL SCHOOL GOALS

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

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

1. English Language Arts:

- Goal: By August 31, 2011, we will increase the number of junior class students (2008 cohort) passing the English Language Arts Regents Examination with 65 or over by 2%.

2. English as a Second Language:

- Goal: By August 31, 2011, we will have 5% of our ELL students increase one proficiency level in both the Reading/Writing and Speaking/Listening modalities on the NYSELAT exam.

3. Mathematics:

- Goal: By August 31, 2011, we will increase the number of students passing the Mathematics Regents Examinations by 1%.

4. Science:

- Goal: By August 31, 2011, we will increase the number of students passing the Science Regents Examinations by 2%.

5. Social Studies (Including civics and government, economics, history, and geography):

- Goal: By August 31, 2011, we will increase the number of sophomore class students (2009 cohort) passing the Global History with 65 or over by 2%, as compared to last year's sophomore class. We will increase the number of junior class students (2008 cohort) passing the United States History and Government Regents Examinations with 65 or over by 2%, as compared to last year's junior class.

6. Business and Technology

- Goal: By August 31, 2011, we will increase the number of Career and Technical Education students passing the certification examination in CISCO and NOCTI by 1%.

7. School Environment

- Goal: We will achieve a grade of A for School Environment category on the 2010-11 Progress Report.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): 1. English Language Arts

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By August 31, 2011, we will increase the number of junior class students (2008 cohort) passing the English Language Arts Regents Examination with 65 or over by 2%.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Continued use of TC Workshop Model and Differentiated Instruction Techniques in Classrooms • Saturday Regents Preparation Classes • After School Homework Helper, Regents Preparation Classes, and Book Club • Continued Professional Development for Teachers • Positions Responsible: Principal, Assistant Principal English, English Faculty
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Support: Assistant Principal Humanities and the Arts, English Faculty, Tax Levy, per session hours</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Periodic observations of teachers; collaborative team meetings to discuss curriculum and progress; interim assessments (Acuity and teacher-created); department-created assessment and progress sheets; student portfolios for every class.</p>

Subject/Area (where relevant): 2. English as a Second Language

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By August 31, 2011, we will have 5% of our ELL students increase one proficiency level in both the Reading/Writing and Speaking/Listening modalities on the NYSELAT exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • As part of our ELL/ESL curriculum, we will implement a goal-oriented intensive reading and writing workshop aimed at increasing students’ English proficiency. • We will continue to use reading/writing software ELLIS and Castlelearning.com, on which students work independently. The software requires mastery at each level before moving on. • We will continue to hold after-school and Saturday programs geared towards improving each students’ proficiency level. Students are homogeneously grouped, and given work that specifically targets that group’s proficiency strengths and weaknesses.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Resources: Department Assistant Principals (no cost to school); ELL Achievement Manager (no cost to school); Content Area Bilingual Teachers (tax levy); After school and Saturday programs funded by Title III funding</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Interim assessments, including practice exams and projects, given by ELL teachers • Software monitors student levels and provides reports to ELL teachers

Subject/Area (where relevant): 3. Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By August 31, 2011, we will increase the number of students passing the Mathematics Regents Examinations by 1%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Continuation of ICT classes for SWD • Continuation of bilingual classes for LEP/ELL students • AIS referrals where indicated • Peer tutoring for LEP/ELL students where they would be required to only converse in English • Positions Responsible: Assistant Principal Mathematics, mathematics teaching staff, AIS
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Tax Levy, Title I</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>1% of students passing the Mathematics Regents Examinations</p>

Subject/Area (where relevant): 4. Science

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By August 31, 2011, we will increase the number of students passing the Science Regents Examinations by 2%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Provide after school and Saturday tutoring • Guidance counselors and classroom teachers will identify at risk students for AIS • Provide additional time for make up laboratory sessions and mandated lab reports • Expand the use of laptops in science classrooms • Update the science software collection to complement Science lessons and provide additional resources. • Add new equipment and texts • Ongoing Professional Development • Create alternative assessments such as research, portfolios and experiments • Create a mobile weather station that will provide students with the tools necessary for weather forecasting • Positions Responsible: Principal, Assistant Principal Science, department staff
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Tax Levy, Title I</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • 2% Increase in Science Regents scores • Systematic supervision by principal, assistant principal, and CFN 305-Cluster 3 instructional specialist. • Students will attend after school, lunch time and Saturday tutorials • Students will be able to use an inquiry based approach towards understanding scientific concepts and principles, as well as demonstrating knowledge of scientific theories • Teachers, Assistant Principal and Principal will review assignments, homework, laboratory techniques lab reports, exams and report cards • Observation reports by the principal and assistant principal, and teacher surveys will be used as a measure of assessment for both students and teachers.

5. Social Studies

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By August 31, 2011, we will increase the number of sophomore class students (2009 cohort) passing the Global History with 65 or over by 2%, as compared to last year’s sophomore class. We will increase the number of junior class students (2008 cohort) passing the United States History and Government Regents Examinations with 65 or over by 2%, as compared to last year’s junior class.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Continued use of Teachers College workshop model and differentiated instruction techniques in classrooms • Saturday Regents Preparation Classes • After School Homework Helper, Regents Preparation Classes, and Book Club • Continued Professional Development for teachers
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Support: Assistant Principal Humanities and the Arts, Social Studies and English Faculty, Tax Levy, per session hours</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Periodic observations of teachers; collaborative team meetings to discuss curriculum and progress; interim assessments (teacher-created based on Regents exams); department-created assessment and progress sheets; student portfolios for every class.</p>

6. Business and Technology

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By August 31, 2011, we will increase the number of Career and Technical Education students passing the certification examination in CISCO and NOCTI by 1%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Continued use of the National Academy Foundation and CISCO Networking Academy support in updating curricula for our program • Provide after school CTE certification tutoring for all students • Purchase of new equipment to meet the new industry trends • Provide professional development in differentiated instruction techniques
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Tax levy; VTEA grant</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Increase students passing CTE certifications by 1%</p>

Subject/Area (where relevant): 7. School Environment

<p>Annual Goal</p>	<p>We will achieve a grade of A for School Environment category on the 2010-11 Progress Report.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • The school has implemented and will continue to enforce a uniform policy to encourage school spirit and pride. • The school has a student government, in which students elect class members to positions of leadership. These leaders plan activities and meet with school administrators and teachers to discuss the needs and wishes of the student body. • The Parent Association (PA) will continue to improve its parent involvement policies, including fostering communications via mailings, informational sessions and PA meetings. • The school will continue to hold its Mathematics and Science Fair, and Humanities Fair, in which students are invited to exhibit research projects for the school community. Projects are judged by individuals from outside the school, including professionals in the field. • The school will continue to hold four annual celebrations—African American Heritage Day, Latino Heritage Day, Winter Arts Festival and Spring Arts Festival--to which the entire school community is invited to experience student performing groups in music, visual art and dance. • There are multiple school spirit days in which students are allowed to dress creatively based on certain themes. • The school has numerous sports teams participating in Public Schools Athletic League (PSAL); the school held a pep rally for our school’s teams at the beginning of the 2010-11 school year. • The school invites certain students on educational trips to reward them for exceptional achievements. Students have traveled to the Netherlands, Washington, D.C. and Orlando, Florida in recent years.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p>	<p>Title I, Title III funding</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • School leadership team will meet with student leaders to assess needs and wishes of the student body on a regular basis. • School will continue to reach out to parents, with the help of the Parent Association, to get feedback about school policies, through mailings and informational sessions scheduled at the school.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	166	127	115	131	30	40	3	2
10	89	55	36	46	18	2	5	0
11	130	88	112	139	15	3	1	0
12	39	50	40	56	75	0	2	1

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

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

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Students in ninth grade are scheduled for an extra English class for two or three periods per week. The purpose of this class is to focus on improving reading and writing skills. The Saturday Humanities Academy prepares students for the English and Social Studies Regents. The After-School Tutoring Program prepares students for the English and Social Studies Regents and helps them pass and excel in their classes. Different types of instructional techniques are used, including differentiated instruction, peer-tutoring, small-group instruction, and whole class instruction using the workshop model.</p>
<p>Mathematics:</p>	<p>The Research Program for Math and Science provides students with attendance deficiencies with the opportunity to learn additional credits. Focus Forward program offers credit recovery classes to students with attendance deficiencies, students in lowest third and instructional support services students. Different types of instructional techniques are used, including differentiated instruction, peer-tutoring, small-group instruction, and whole class instruction using the workshop model. The Saturday Mathematics and Science Institute prepares students for the Mathematics and Science Regents examinations, and provides extended day for credit classes for students showing deficiencies in credits. The After-School Tutoring Program prepares students for the Mathematics and Science Regents and helps them pass and excel in their classes.</p>
<p>Science:</p>	<p>The Research Program for Math and Science provides students with attendance deficiencies with the opportunity to learn additional credits. Focus Forward program offers credit recovery classes to students with attendance deficiencies, students in lowest third and instructional support services students. Different types of instructional delivery are used, including differentiated instruction, peer-tutoring, small-group instruction, and whole class instruction using the workshop model. The Saturday Mathematics and Science Institute prepares students for the science Regents examinations, and provides extended day for credit classes for students showing deficiencies in credits. The After-School Tutoring Program prepares students for the Mathematics and Science Regents and helps them pass and excel in their classes.</p>
<p>Social Studies:</p>	<p>Students who are struggling in preparation for Regents Examinations are scheduled for an extra Social Studies class to help them acquire necessary skills and content knowledge. The Saturday Humanities Academy prepares students for the English and Social Studies Regents. The After-School Tutoring Program prepares students for the English and Social Studies Regents and helps them pass and excel in their classes. Different types of instructional techniques are used, including differentiated instruction, peer-tutoring, small-group instruction, and whole class instruction using the workshop model.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Provide individual and small group counseling for crisis intervention; meet with parents, teachers, and school staff to assist with classroom management; formulate behavior intervention plans for students experiencing behavioral challenges.</p>

At-risk Services Provided by the School Psychologist:	Attend monthly PPT meetings; provide individual and small group counseling for crisis intervention; meet with parents, teachers, and school staff to assist with classroom management; conduct FBAs and formulate behavior intervention plans for students experiencing behavioral challenges.
At-risk Services Provided by the Social Worker:	Attend monthly PPT meetings; provide individual, group, and family counseling; crisis intervention in emergency situations; provide assistance and mediation between student-parent, student-teacher, student-student relationships; connect parents and students with recreational, educational, medical and self-empowering programs and services; conducts parent outreach and makes appropriate referrals; PRFI, Puerto Rican Family Institute; Woodhull Hospital
At-risk Health-related Services:	On-site medical facilities (North Brooklyn Health and Hospital Corp. - Woodhull Hospital) On-site Vision and Hearing Screening

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

NCLB/SED requirement for all schools

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

LAP is attached as separate document.

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

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

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

Section I. Student and School Information

Grade Level(s) 9-12 **Number of Students to be Served:** 97 LEP _____ Non-LEP

Number of Teachers 2 **Other Staff (Specify)** 4 Bilingual Teachers Teaching in Their License Areas

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

EBT offers a bilingual/ESL program that currently serves 97 ELL students in grades 9-12. Our program meets New York City LAP guidelines, which are: Beginners, 40% English, 60% Spanish; Intermediate, 50% English, 50% Spanish; Advanced, 75% English, 25% Spanish. In other words, beginning ESL students will have three periods per day of ESL instruction, intermediate students will have two periods a day of ESL instruction, and

advanced students will have one period per day of ESL instruction. ELLs will receive instruction in bilingual subject area classes. Our ESL teachers are fully licensed and highly trained.

EBT runs an extended-day supplementary program, beginning at the beginning of October of each school year, and extending through the beginning of June. Two 45-minute tutoring sessions are held after school four days a week, Monday through Thursday. For this program, we offer all of our ELL students after-school tutoring, including preparation for the NYSESLAT and credit-recovery activities in the core academic subject areas (English, Social Studies, Mathematics, and Science). In addition, students have the opportunity to participate in cultural immersion activities, such as: attending Metropolitan Opera performances in person or broadcast into EBT's auditorium; attending Broadway theatre performances through our partnership with Fidelity Investments' "Future Stage" Program; and visiting museums throughout New York City, such as the Museum of Modern Art. All of these activities are at no cost to Title III funds. Along with our two fully licensed ELL teachers, all of these programs are led by teachers who are fully licensed in their subject areas. Title III funds are partially used to pay per session rate to our ELL teachers.

EBT runs a Saturday Institute, beginning at the beginning of October of each school year, and extending through the beginning of June. ELL students have the opportunity to attend this Institute, where the two ELL-licensed teachers provide tutoring and test-prep instruction to prepare students for the ELA Regents Examination. Title III funds are used to pay per session rate to our ELL teachers. The Institute runs two sessions a day, lasting for a total of three hours. Following the Saturday Institute sessions, ELL students and their parents are invited to participate in further cultural immersion programs, including: attending Metropolitan Opera performances in person or broadcast into EBT's auditorium; attending Broadway theatre performances through our partnership with Fidelity Investments' "Future Stage" Program; and visiting museums throughout New York City, such as the Metropolitan Museum of Art. All of these activities are at no cost to Title III funds. Along with our two fully licensed ELL teachers, all of these programs are led by teachers who are fully licensed in their subject areas; Title III funds are not used to pay per session for non-ELL teachers.

Supplementary materials that will be used for extended-day programs and the ELL component of our Saturday Institute include class packs of *Getting Ready for the NYSESLAT and Beyond*; *Azar* grammar workbooks and accompanying materials; and *Word by Word* picture dictionaries, with accompanying workbooks, multimedia materials, and teacher's guides.

In addition, to enhance our extended-day programs and the ELL component of our Saturday Institute, a mobile computer lab consisting of 15 laptops has been purchased to install and use the ELLIS™ Instructional Solutions for English Language Learners software. 40% of Title III funds will be used towards purchasing computers, and the mobile cart. The remaining cost of the computers, and the cost of the ELLIS™ software will be covered by other funds, at no cost to Title III. The use of this software will provide students with real-life social and cultural situations, authentic language contexts and native speech that will help students move more effectively toward English language proficiency. The laptops are secured in a mobile cart, which will be stored daily in the Assistant Principal's office.

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

Our ESL teachers and our CFN 305-Cluster 3 instructional specialist provide professional development for all the schools’ teachers in ways to best teach ELLs. Workshops are offered during faculty and department meetings as well as during days designated by the DOE as professional development days. The focus of the professional development is to make teachers aware of the different needs and learning styles they will encounter with ELLs, and to show teachers how to use such techniques as differentiated instruction and the workshop model to educate our ELLs, all at no cost to Title III funds.

The required 7.5 hours of ELL instruction for all staff (including subject area teachers, guidance counselors, secretaries and the parent coordinator) are broken into three portions: three 2.5 hour workshops, one each during the three DOE professional development days (Election Day, post-Regents period in January, and Brooklyn-Queens Day). Meetings are run by our ESL teachers, and attendance is taken to ensure meeting requirement.

Our ESL teachers will also attend the following professional development courses (at no cost to Title III funds) offered by the Department of Education, including:

- Differentiated Instruction
- Preparing Students for the NYSESLAT
- Common Core State Standards and Curriculum Mapping for ELLs
- Promotional Policy
- LAP

Specific training and professional development programs that our ELL teachers undertake include:

- ELL program development and curriculum planning
- Test administration and grading
- Data analysis
- Common Core State Standards and Curriculum Mapping for ELLs
- Lesson plan design
- NYSESLAT administration
- Classroom management.

Professional Development Schedule

Sessions	Dates	Time Schedule	Topics
1	October	Common Prep	LEP Identification Process
2	November	Common Prep	NYSELAT Preparation
3	December	Common Prep	Compiling BESIS
4	February	Common Prep	NYSELAT Preparation
5	March	Common Prep	NYSELAT Preparation
6	April	Common Prep	NYSELAT Preparation
7	May	Common Prep	Student Progress

Section III. Title III Budget

School: High School for Enterprise Business and Technology

BEDS Code: 331400011478

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$9,978	200 hours of per session for ESL to support ELL students: 200 x \$49.89 = \$9,978.00 (After-school tutoring; Saturday Institute; and cultural immersion programs)
Purchased services - High quality staff and curriculum development contracts.	At no cost to Title III	Metropolitan Opera HD Live in Schools program; Museum of Modern Art
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$5,022	One bundle of Apple laptop computers = \$4,995 Applied to <i>Milestones</i> Student Text = \$27
Educational Software (Object Code 199)	At no cost to Title III	ELLIS Software
Travel		
Other		
TOTAL	\$15,000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Our school population is comprised of English speakers and Spanish speaking parents. 45 % of the school population report that Spanish is the main language spoken at home. Data collected from ATS and through personal interviews with parents and students provided the school staff with feedback that we needed to provide written and oral translation services in Spanish to our parents as mandated by Chancellor's Regulation A-663

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

At least 45% of parents need some form of oral or written translation in Spanish to be able to fully participate and take advantage of the school services available to them. These findings were reported to the school community through letters and postings in the Parent Coordinator Office informing parents of their rights to have access to translation services in their language native language.

Part B: Strategies and Activities

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

EBT will provide timely translation and distribution of critical communications in Spanish including, but not limited to, the following areas:

- registration and selection;
- standards and performance;
- conduct and discipline;
- safety and health;
- placement in any special education, English Language Learner or non-standard academic program; and
- transfers and discharges.

These services will be provided by the Foreign Language Staff at EBT, by the Parent Coordinator, Guidance Counselors, Educational Paras and teachers that speak Spanish. In addition, the DOE will be used as a source to provide materials in Spanish to parents in need of such services.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

EBT will provide timely translation and distribution of critical communications in Spanish including, but not limited to, the following areas:

- registration and selection;
- standards and performance;
- conduct and discipline;
- safety and health;
- placement in any special education, English Language Learner or non-standard academic program; and
- transfers and discharges.

These services will be provided by the Foreign Language Staff at EBT, by the Parent Coordinator, Guidance Counselors, Educational Paras and teachers who speak Spanish.

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

By postings information at the school informing parents of translation services available to them.

By sending letters home, in their native language, to parents informing them of services available to them.

By speaking to parents when they visit the school and informing them of translation services available in their native language.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$948,238	\$28,532	\$976,770
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$9,482	\$285	\$9,767
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$47,412	*	*
4. Enter the anticipated 10% set-aside for Professional Development:	\$94,824	*	*

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: **88.4%**
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Staff members are routinely scheduled to attend professional development activities, workshops, department and faculty meetings conducted by assistant principals, district instructional trainers and educational consultants. They are also encouraged to enroll and apply for college reimbursement for courses related to their certification.

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Parent Involvement Policy appears on next page. The required annual review occurs at the parent association meeting in September of each year. For the current school year, the annual review took place on September 21, 2010.

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

School-Parent Compact appears following Parent Involvement Policy.

PARENT INVOLVEMENT POLICY ACADEMIC YEAR 2010-2011

Research has shown that parent involvement improves students' academic achievement and attendance, students' and parents' self-worth, home/school relationships, and the school's role as a community institution. Therefore, it is the goal of the High School for Enterprise, Business and Technology to include all parents in their children's education.

WE INVOLVE PARENTS IN DECISION-MAKING.

Parents are members in our School Leadership Team.

We have an active Parent Association, which holds monthly executive board and general membership meetings.

We hold PCEN meetings on Open School Days – both afternoon and evenings evaluate our program.

We have parents involved In the Title I/PCEN BASIS District Advisory Council.

We have parents in our Child Abuse Prevention Committee.

Parents are involved in the creation of our School Safety Plan.

Parents are active members of our school's Community Advisory Council.

Parents are members of Level I Committee for the selection of supervisors and administrators.

Guidance counselors regularly meet with parents regarding their children academic progress.

WE INFORM PARENTS REGARDING EDUCATIONAL STANDARDS AND INITIATIVES.

We inform parents through PTA newsletters, meetings, and special notices about:

- ✓ City and State Performance Standards
- ✓ Graduation Requirements
- ✓ Instructional approaches in the classroom
- ✓ Initiatives at school and district levels
- ✓ Strategies to help their individual students
- ✓ City-wide opportunities

WE PROVIDE TRAINING AND EDUCATIONAL OPPORTUNITIES FOR PARENTS, INCLUDING:

- ✓ Career Opportunities
- ✓ Leadership Team
- ✓ GED diploma preparation for English speaking parents
- ✓ GED diploma preparation for non-English speaking parents
- ✓ Information Technology training

WE PROVIDE COMMUNICATION BETWEEN TEACHERS AND PARENTS.

Postcards are sent home to inform parents about cutting and absence.

Phone calls are made to inform parents about cutting, lateness, absence and achievement.

Phone calls and/or letters are sent home to inform parents about their children's progress.

Semi-annually parents are consulted about their children's class schedules.

WE REQUEST THAT PARENTS BECOME INVOLVED IN:

Developing, implementing, evaluating and revising the School-Parent Involvement Policy.

Formulating and implementing the school mission.

Monitoring the progress of their children.

Assisting students with their homework.

Sharing the responsibility for their children's achievement.

Communicating with the school about their children's educational and social needs.

SCHOOL-PARENT COMPACT

School Name: THE HIGH SCHOOL FOR ENTERPRISE, BUSINESS AND TECHNOLOGY

The school and parents working cooperatively to provide for the successful education of the children agree:

THE SCHOOL AGREES		THE PARENT/GUARDIAN AGREES	
TO	Convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.	TO	Become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.
TO	Offer a flexible number of meetings at various times	TO	Participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies.
TO	Actively involve parents in planning, reviewing improving the Title I programs and the parental involvement policy.	TO	Work with his/her child/children on Schoolwork.
TO	Provide parents with timely information about ALL programs.	TO	Monitor his/her child/children's: <ul style="list-style-type: none"> • Attendance at school • Homework • Television watching
TO	Provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.	TO	Share the responsibility for improved student achievement.
TO	Provide high quality curriculum and instruction.	TO	Communicate with his/her child's/children's teachers about their educational needs.
TO	Deal with communication issues between teachers and parents through: <ul style="list-style-type: none"> • Parent-Teacher conferences at least annually. • Frequent reports to parents on their children's progress. • Reasonable access to staff. • Opportunities to volunteer and participate in their child's class. • Observation of classroom activities. 	TO	Ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.
TO	Assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy classes, and Workshops on reading strategies.	TO	

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

The High School for Enterprise, Business and Technology conducted a comprehensive needs assessment that identified specific areas of academic need for all of the various populations of students at the school. As a result of this needs assessment, the resulting plan includes:

- i. Challenging goals**
- ii. Identified areas of instructional strengths and weaknesses**
- iii. Use of data driven decision-making**
- iv. A strong understanding of instructional approaches**

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

The High School for Enterprise, Business and Technology will implement several intervention programs during the school year to assist struggling students. Prior to the implementation of these programs students will be assessed via testing tools. Once identified students will be assigned to appropriate interventions. These interventions will take place during lunch periods, before /after school, as well as, on Saturdays.

Additional support will be provided through student scheduling and programming to ensure that students have enough time to master increased levels of academic achievement.

3. Instruction by highly qualified staff.

Based on the NCLB Legislation, The High School for Enterprise, Business and Technology will ensure that instructional staff meet the following criteria:

- **Highly Qualified Teachers:** To be deemed highly qualified, teachers will have: 1) a bachelor's degree, 2) full state certification or licensure, and 3) prove that they know each subject they teach.
- **State Requirements:** *NCLB* requires states to 1) measure the extent to which all students have highly qualified teachers, particularly minority and disadvantaged students, 2) adopt goals and plans to ensure all teachers are highly qualified and, 3) publicly report plans and EBT HS in meeting teacher quality goals.
- **Demonstration of Competency:** Teachers (in middle and high school) must prove that they know the subject they teach with: 1) a major in the subject they teach, 2) credits equivalent to a major in the subject, 3) passage of a state-developed test, 4) HOUSSE (for current teachers only, see below), 5) an advanced certification from the state, or 6) a graduate degree.
- **High, Objective, Uniform State Standard of Evaluation (HOUSSE):** *NCLB* allows for the development of additional avenues for current teachers to demonstrate subject-matter competency and meet highly qualified teacher requirements. Proof may consist of a combination of teaching experience, professional development, and knowledge in the subject garnered over time in the profession.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Teachers, assistant principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) participate in on-going professional development training.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Among the strategies to be utilized to attract, recruit and employ highly qualified teachers are: year round search for prospective teachers, recruitment at various universities and teacher training colleges, ongoing communication with NYCDOE Office of Recruitment, teaching fellows program, TOP programs, and word of mouth referrals from current faculty. Designated staff will attend all NYCBOE job fairs.

6. Strategies to increase parental involvement through means such as family literacy services.

The High School for Enterprise, Business and Technology and our Parent Coordinator facilitate parent involvement by sending calendars and letters regularly to parents and scheduling and delivering parent workshops. We will implement a parent involvement outreach program that will include: meetings held around the availability of parents i.e., evenings and Saturday; a parent training academy has been established that offers services that directly respond to parental requests. It is expected that parents will be involved in an ongoing series of adolescent workshop and training, guidance related workshops on promotional and graduation requirements, college search and financial aid services.

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

Not applicable.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers will participate in: article reviews on student assessment, review of protocols on assessing student work, protocols on examining assessments, professional development on team work and assessment of group work.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

The High School for Enterprise, Business and Technology will implement several intervention programs during the school year to assist struggling students. Prior to the implementation of these programs students will be assessed via testing tools. Once identified students will be assigned to appropriate interventions. These interventions will take place during lunch periods, before /after school, as well as, on Saturdays.

Additional support will be provided through student scheduling and programming to ensure that students have enough time to master increased levels of academic achievement.

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

At the High School for Enterprise, Business and Technology, we have several programs to help our student population, which will be paid through Title I/III/IV funding. These services include: youth violence prevention, reinforcement of the Respect for All initiative, Lunch and Learn, Saturday Academy program, extended day program, literacy program, mathematics program and Regents preparation. The programs will service grades 9 -12.

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

Explanation/Background:

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool (Refer to Galaxy for FY’11 school allocation amounts)	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			\$948,238	x	13,15,16,17,20
Title I, Part A (ARRA)	Federal	X			28,532		38
Title II, Part A	Federal			X			
Title III, Part A	Federal		X		\$15,000		23,34
Title IV	Federal			X			
IDEA	Federal	X			\$85,432	X	
Tax Levy	Local	x			\$3,000,000		

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

NOT APPLICABLE

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

NOT APPLICABLE

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

All SURR schools must complete this appendix.

NOT APPLICABLE

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

6 students

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

In accordance with the McKinney-Vento Act the school will provide all services that are available to the regular population to the STH Students.

The School will display in a prominent location posters that set forth the basic rights of homeless children and provide information about the STH Liaison(s)

School staff who become aware of any student who is or may be a homeless student and who needs assistance will contact the STH Liaison(s).

Parent Coordinator will provide the *McKinney-Vento Act Guide for Parents* to parents in homeless shelters.

Residency Questionnaire Form: The schools will provide and request the completion of the residency questionnaire to all newly enrolled students and students who change their addresses during the school year

MEAL ELIGIBILITY FORMS FOR HOMELESS CHILDREN AND YOUTH

Per Chancellor's Regulation A-810, students residing in temporary housing will receive free school meals.

TRANSPORTATION

All homeless students, including students receiving special education services, in grades Pre-K-12 who have been placed in temporary housing are exempt from age and distance requirements and are eligible for free transportation as long as they are homeless students (see Chancellor's Regulation A-801)

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	The High School for Enterprise, Business and Techn					
District:	14	DBN:	14K478	School		331400011478

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		86.9	88.5	89.5
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	322	279	320				
Grade 10	280	277	230				
Grade 11	146	197	211				
Grade 12	117	131	187				
Ungraded	0	1	2				
Total	865	885	950				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	94.4	97.3	97.1

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	60.5	85.9	84.9

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	7	41	21

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	18	24	8

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	1	0	0	Principal Suspensions	0	7	20
# in Collaborative Team Teaching (CTT) Classes	70	78	84	Superintendent Suspensions	7	12	18
Number all others	33	37	43				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	665	508
Early College HS Program Participants	17	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	56	59	TBD	Number of Teachers	54	58	58
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	24	24	17
# receiving ESL services only	33	15	TBD	Number of Educational Paraprofessionals	2	2	7
# ELLs with IEPs	12	21	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	19	28	104	% fully licensed & permanently assigned to this school	100.0	100.0	98.3
				% more than 2 years teaching in this school	70.7	70.5	81.0
				% more than 5 years teaching anywhere	51.7	50.8	63.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	74.0	74.0	87.9
American Indian or Alaska Native	0.8	0.8	0.5	% core classes taught by "highly qualified" teachers	91.0	83.7	84.5
Black or African American	39.4	37.9	38.5				
Hispanic or Latino	55.6	56.8	56.6				
Asian or Native Hawaiian/Other Pacific	2.2	2.3	2.4				
White	2.0	1.6	1.9				
Male	66.9	68.1	67.3				
Female	33.1	31.9	32.7				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native				-	-	
Black or African American				v	v	
Hispanic or Latino				v	v	
Asian or Native Hawaiian/Other Pacific Islander				-	-	-
White				-	-	-
Multiracial						
Students with Disabilities				-	-	-
Limited English Proficient				-	-	-
Economically Disadvantaged				v	v	
Student groups making				4	4	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	A	Overall Evaluation:				NR
Overall Score:	88.7	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	8.8	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	25	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	41.4					
<i>(Comprises 60% of the</i>						
Additional Credit:	13.5					

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 305	District 14	School Number 478	School Name Ent Bus Tech
Principal Holger Carrillo, I.A.		Assistant Principal Eduardo Casares	
Coach		Coach	
Teacher/Subject Area Fredyn Price		Guidance Counselor Nelia Rivera	
Teacher/Subject Area Math: Cecilia Ospino		Parent Melissa Plowden-Norman	
Teacher/Subject Area Science: Dr. Alba Cohen		Parent Coordinator Janet Hernandez	
Related Service Provider		Other	
Network Leader Joanne Mejias		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	3	Number of Certified NLA/Foreign Language Teachers	3
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	959	Total Number of ELLs	97	ELLs as Share of Total Student Population (%)	10.11%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS) to determine what language is spoken at home; a licensed pedagogue administers the HLIS. If the HLIS indicates that the student uses a language other than English, than an informal oral interview is conducted in English and in the native language with the parent and student, an interpreter is secured if necessary. If the HLIS and the informal interview yields a result that identifies the student as a potential English Language Learner (ELL), then he or she is administered the Language Assessment Battery-Revised (LAB-R). Performance on the LAB-R determines the student's entitlement to English language development support services and their placement level. If the LAB-R results show that the student is not English proficient and Spanish is used in the home, he or she must also take the Spanish Language Assessment Battery (Spanish LAB) to determine native language dominance. The ESL coordinator also refers to the Automate the Schools (ATS) system report, which identifies students who are eligible for LAB-R testing.

As mandated by the state education department, each English Language Learner (ELL) is administered the New York State English as a Second Language Achievement Test (NYSESLAT) annually to evaluate and continued entitlement of ELL services and English proficiency. Students who are eligible to take the NYSESLAT test are identified through the Automate the Schools (ATS) report for NYSESLAT eligibility. The NYSESLAT test results along with teacher consultation determine the student's placement level for the next school year.

2. All parents and guardians of newly enrolled English language learners (ELLs) are invited to a parent orientation, which is conducted within ten days of the student's initial enrollment during the month of September. Make-up orientations are scheduled every month thereafter. During the orientation, parents are shown the parent information video, listen to a presentation given receive printed materials about the different ELL programs that are available throughout New York City and at EBT. The information is provided in English and in the parent's home language. Parents then have an opportunity to ask questions about the different programs and ELL services (a translator is provided, if necessary). At the end of each orientation, the school staff distributes the entitlement letter and distributes and collects the Parent Survey and Program Selection Form, which indicate the program in which the student will be enrolled. If parents are unable to attend the parent orientation or any of the make-up sessions, then a one-on-one meeting is scheduled with the ESL Coordinator. If the parent is unable to attend the in person meeting, then a telephone conference is scheduled and an information packet is mailed out to the parent.

3. EBT uses a comprehensive distribution plan to reach all ELL parents so that they can always make an informed parent choice. Entitlement letters, parent surveys, program selection forms are sent out at the beginning of the school year in one or more of the following ways: distributed and collected at parent orientations, mailed to all eligible parents, and/or distributed to students for return delivery. In addition, the parent coordinator is present at all PTA meetings to answer questions and distribute letters and forms.

4. Parent choice dictates the placement of ELL students within EBT's transitional bilingual or Free Standing ESL Program. The Parent Survey and Program Selection form determines in which program the student will be placed. The Parent Survey and Program Selection form is provided to the parent in English and the parent's native language. An informed parent choice is paramount to the placement of all ELLs within the appropriate program; therefore, every effort is made to have a final parent consultation in the parent's native language with the ESL Coordinator and an interpreter, if necessary, to ensure the parent's final decision is informed and correctly executed according to their wishes. After final consultation with the parent, the student is placed into the program that will best meet their needs. If the parent survey and program selection form is not returned and/or a final consultation is to the ESL Coordinator then the student will default into the transitional bilingual program as per CR Part 154.

5. After reviewing the data from the Parent Survey and Program Selection forms, the trend of program choices that parents have requested indicates a preference toward transitional bilingual program where students can learn English in the English as a Second Language (ESL) class while still developing content area knowledge in their native language and English. Another trend that has emerged after reviewing the data from the parent selection forms is that once students have gained basic interpersonal communication skills (BICS), social communication, they tend to request a change into the Freestanding ESL program, transitioning into all monolingual classes.

6. Yes, the program models offered at EBT are aligned with parent requests and state law. Approximately 54% of the student population at EBT is Hispanic and Spanish speaking. The transitional bilingual program at EBT meets the needs of parent's requests for a program that emphasizes the English language needs of their children as well as fostering the growth of the child's native language.

EBT has worked diligently to increase outreach to parents of English Language Learners (ELLs).

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>										23	11	15	8	57
Dual Language <small>(50%:50%)</small>										0	0	0	0	0
Freestanding ESL														
Self-Contained										18	8	11	3	40
Push-In														0
Total	0	0	0	0	0	0	0	0	0	41	19	26	11	97

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	97	Newcomers (ELLs receiving service 0-3 years)	46	Special Education	22
SIFE	27	ELLs receiving service 4-6 years	24	Long-Term (completed 6 years)	27

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	40	13	0	14	10	1	3	0	0	57
Dual Language										0
ESL	6	0	1	10	3	4	24	1	0	40

Total	46	13	1	24	13	5	27	1	0	9
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										23	11	15	8	57
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	23	11	15	8	57								

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

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0

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
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										16	7	9	3	35
Chinese										1				1
Russian														0
Bengali														0
Urdu														0
Arabic												1		1
Haitian										1		1		2
French														0
Korean														0
Punjabi														0
Polish											1			1
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	18	8	11	3	40

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. Instruction for English language learners (ELLs) is delivered in several ways to accommodate the learning styles of each child; however, EBT's instruction models for ELLs rely heavily on the workshop model approach, collaborative learning model, differentiated instruction, and Howard Gardner's multiple intelligence modalities. The instructional model concentrates on listening, speaking, reading, and writing skills in the target language.

1a. The High School for Enterprise Business and Technology (EBT) follows a self-contained organizational model where students who share the same language requirements are grouped together in the same classroom according to English proficiency levels separate from general education students. This model creates a more positive and supportive environment for academic, personal, and social development.

1b. The program model that is used for English as a second language (ESL) instruction within the Free standing ESL program is a homogeneous model where all students are grouped into a single class according to proficiency level. In the transitional bilingual program, students are grouped heterogeneously regardless of proficiency level according to the subjects they are required to complete for graduation.

2. The High School for Enterprise Business and Technology (EBT) has compiled a team that is in charge of the scheduling and placement of all ELLs within their chosen program model. The team consists of the ESL coordinator, all guidance counselors, and the school programmer. Students are placed according to their program model and their proficiency level as determined by the Language Assessment Battery - Revised (LAB-R) and the New York State English as a Second Language Assessment Test (NYSESLAT). The ESL coordinator identifies the student's program model and proficiency level by reviewing students' parent survey, program selection form, entitlement letters, and NYSESLAT results. Once student's proficiency levels and program choice have been determined, the school programmer, in consultation with the ESL coordinator, creates classes that support the mandated number of units for grades 9-12 that will accommodate all proficiency levels from beginning to advanced within the transitional bilingual and free standing ESL program models. Once the required number of classes have been created, then the guidance counselors for each grade level, in consultation with the school programmer, place each ELL in the appropriate classes according to the mandated number of units that their proficiency level and program model mandates. When all students are programmed into their respective classes, the ESL coordinator reviews each student's program to ensure that the mandated number of units is in compliance with NYS CR Part 154.

2a. English as a second language (ESL) instruction is required for all English language learners (ELLs) at EBT as mandated under CR Part 154. Regardless of program choice, all students are programmed for ESL instruction according to their proficiency level as determined by the NYSESLAT test results. Students are programmed as follows:

- Beginning Students. Students who are classified as beginners receive 138 minutes of continuous ESL instruction daily, 690 minutes per week.
- Intermediate Students. Students who are classified as intermediate receive 92 minutes of continuous ESL instruction daily, 460 minutes per week.
- Advanced Students. Students who are classified as advanced receive 46 minutes of continuous ESL instruction daily, 230 minutes per week. In addition, advanced students receive 46 minutes of English Language Arts (ELA) instruction daily, 230 per week.

All students who are in the transitional bilingual program receive 45 minutes of native language arts per day in addition to ESL instruction in accordance to the above mentioned schedule.

3. In the Freestanding English as a Second Language Program content area classes are taught in English and students are encouraged to transfer the language skills from their first language (L1) to target language, English (L2). Students may use their native language for clarification of ideas and understanding but strong emphasis is placed on English usage in all of the modalities. The foundation of the English as a Second Language (ESL) Program is grounded in sociocultural learning theory (the Zone of Proximal Development and scaffolding theory). WestEd's Quality Teaching for English Learners (QTEL) is the primary instructional support and method that is used to make content comprehensible and to enrich language development. EBT believes in an academic framework rich in intellectual challenge and high-level support. Instead of simplifying the curriculum and lowering expectations for English language learners, collaborative learning is used as a means to raise student achievement and language development through rigorous academic activities.

In the transitional bilingual program, content area instruction is provided in the native language and English in a systematic and structured manner that is designed to develop the cognitive skills of ELLs. The focus of the transitional bilingual program is for the English Language Learner (ELL) to maintain and strengthen the strong language skills of their first language, L1 while transferring these skills to the second language, L2.

For instruction, the following strategies—each reflecting New York State ESL learning standards—are emphasized:

- Emphasis on listening/speaking activities in the classroom focusing on student collaboration as our key indicator of success.
- Strengthening reading and writing strategies in both the ESL and Native Language Arts classes. Strong emphasis is placed on using graphic organizers as tools to guide students through the writing process and help them move from idea to essay.
- Emphasis on using graphic organizers as tools to guide students through the writing process
- Reviewing the curriculum to ensure that there is a balance in the execution of activities in the four modalities.

4. Each ELL group is unique and presents its own challenges. Therefore, each ELL sub-group is analyzed for their individual strengths and weaknesses, and a comprehensive plan that differentiates instruction according to the needs of each is developed.

a. Plan for Student with Interrupted Formal Education (SIFE)

The instructional plan for SIFE concentrates on intensive English language development instruction that teaches social and academic language. English language instruction is given in a block schedule format to maximize continuous instruction. SIFE students follow a thematically organized curriculum with fewer topics that concentrates on depth of knowledge rather than the breadth of several topics. In addition to receiving ESL services, SIFE students receive additional support through Title III after school programs to support reading and writing fluency. The plan also consists of tracking down any available transcripts from past schools; holding a meeting with student, guardian, guidance counselor and ESL teacher; requiring attendance at after-school and Saturday classes, assuming availability; and setting up a follow-up meeting 3 months into the future to assess student progress within the school.

b. Plan for ELLs in school less than 3 years/ Newcomers

After being LAB tested, students are given the appropriate schedule. The focus for newcomers is primarily listening and speaking skills. We have begun to use ELLIS computer-based language skills program for our new ELL students. In addition, they are encouraged to attend after-school and Saturday programs.

c. Plan for ELLs in school 4-6 years

The focus for this group is primarily reading skills. Strategies to improve reading skills include the following: use of classroom libraries; teaching strategies that build on current cognitive abilities and background knowledge; demystifying reading portion of the NYSESLAT by creating exercises and exams that follow test format; encouraging participation in after-school and Saturday programs; and including computer-based instruction using ELLIS.

d. Plan for ELLs in school 6 years completed or more / Long Term ELLs

For students who need extra support such as SIFE, Long Term ELLs, and newcomers, academic intervention will be rigorously given such as using the ELLIS computer program, providing individualized remedial instruction during Lunch and Learn, after-school, and Saturday school. For students reaching proficiency, they will be gradually placed in mainstream classes according to the transitional support plan.

e. Plan for ELL Special Needs Students

ELLs who are identified as having special needs are provided special education programs and services in accordance with their individualized education program (IEP) in addition to ESL services. Special Needs students are programmed into CTT classes, in which they are given special attention by both the content-area teacher and a Special Education teacher. The Special Education teacher meets with an ESL teacher to confirm that she has any necessary materials to make content understandable to the ELL student.

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

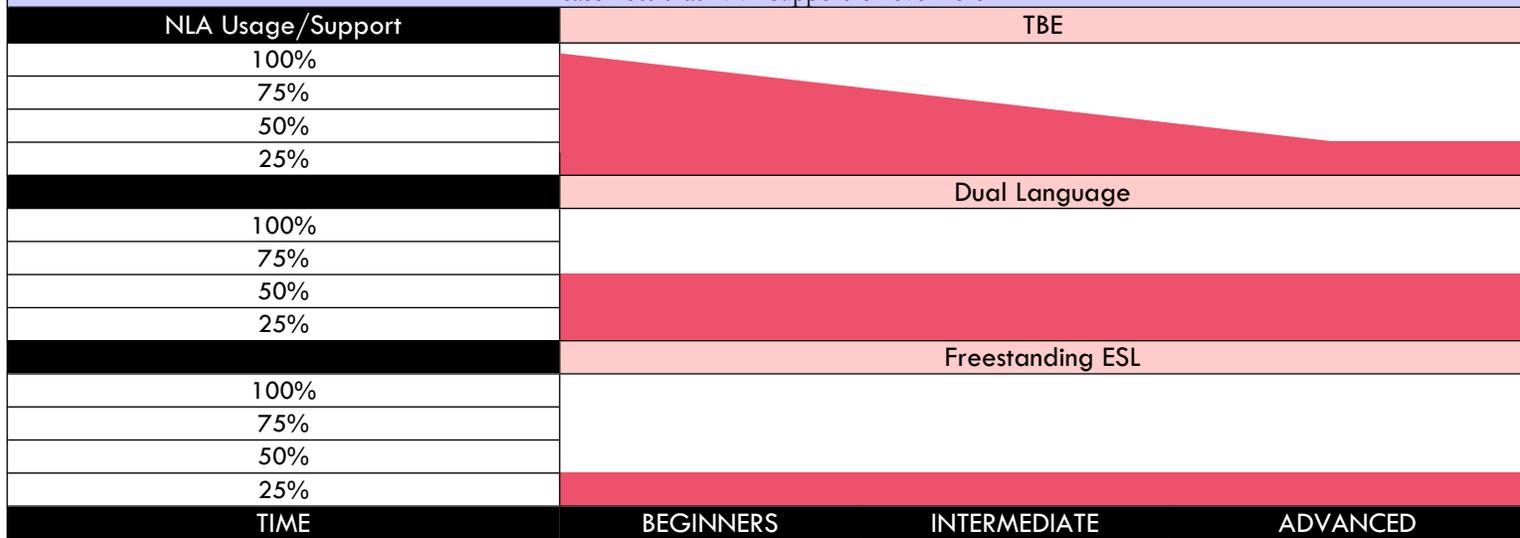
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

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

5. The High School for Enterprise Business and Technology (EBT) has created a team that implements and maintains EBT's Response to Intervention (RTI). This team includes the assistant principal, the English as a second language (ESL) teachers, the bilingual teachers, the guidance counselors, the parent coordinator, and the attendance teacher. EBT uses a 3-tier model with universal screenings given seven times a year' once within the first two weeks of school, and then again at the end of each marking period. Tier I contains the majority of the students and uses school and class-wide systems that are in place to support the general education classroom. Tier II is secondary intervention that focuses on at risk students and tier III is a specialized individualized system for students with intensive needs. Academic benchmarks are created within each tier and cumulative data is used to place all ELLs within each tier; tier I being the base for all students and progressing up to the third tier where extreme interventions are warranted. Data is collected from ARIS, teacher assessment, anecdotal notes, and attendance records are used as a tier II intervention tool for all ELLs. Data is used to inform instruction and group instruction, facilitate parent communication, and to make appropriate referrals to other services. Our goal is to get interventions for the students as soon as possible- not waiting for them to fail-at the first signs of trouble. Ultimately, we hope that through interventions students will reach their true academic potential.

6. Transitional Student Support Plan (ELLs that pass NYSESLAT are Transitional students for 2 years)

EBT gives English Language Learners (ELLs) who reach proficiency on the New York State English as a Second Language Achievement Test (NYSESLAT) exam continued transitional support for up to 2 years after transitioning into monolingual classes. These students are placed in a regular English class where the mainstream teacher uses ESL techniques and methodologies to support language and content development. ESL and mainstream teachers collaborate to plan language and content development support for upcoming lessons. The ESL teacher monitors the progress of these students and visits the mainstream classroom on a regular basis. Students who transition to mainstream classes are given extra time on Regents exams for up to two years. They are provided with bilingual dictionaries to assist them during exams and regular classes.

ELLs are given test accommodations for two years after achieving proficiency on the NYSESLAT in the following forms:

- Time Extension (All Exams). ELLs are extending extra time on tests.
- Separate Location (All Exams). State examinations are administered to ELLs in small groups in a separate classroom.
- Third Reading of Listening Selection. Proctors read the listening passage on the English Regents Comprehensive Examination three times to ELLs.
- Bilingual Glossaries. ELLs use bilingual glossaries when taking State examinations in all subjects except foreign languages.
- Simultaneous Use of English and Alternative Language Editions. For State examinations other than the English Regents and foreign language examinations for which the Department provides written translations, ELLs use both English and an alternative language edition of the test simultaneously.
- Oral Translation for non-translated exams (Not allowed for English Language Arts & Foreign Language Examinations). EBT provides ELLs with an oral translation of state examinations when there is no translated edition provided by the Department of Education. All translations are oral, direct translations of the English editions. This accommodation is not made for the English Regents or foreign language examinations.
- Writing Responses in the Native Language. ELLs making use of alternative language editions or of oral translations of state examinations may write their responses to the open-ended questions in their native language. This accommodation is not made for the English Regents or foreign language examinations.

7. We plan on making increased use of computer-based learning programs, based on the success of the ELLIS software program.

8. Last year EBT used the Achieve 3000 reading program; however, this year we are discontinuing the program because of the significant amount of time and resources that is necessary to dedicate to this program. This program functions more as a stand-alone program. In addition, we found the program cost prohibitive; therefore, we are discontinuing the Achieve 3000 program and replacing it with ELLIS.

9. All students at EBT have full and equal access to all school programs and extra-curricular activities. English language learners (ELLs) are encouraged to participate in all physical, social, and academic activities. ELLs are also encouraged to form any clubs that may be of interest to them as long as they do not materially and substantially interfere with the orderly conduct of educational activities within the school. Students must follow the rules and guidelines for extra curricular activities and all groups and/or clubs have equal access to meeting spaces, school periodicals, bulletin board space, etc..

10. Materials used in the classroom include class packs of Getting Ready for the NYSESLAT and Beyond; Azar grammar workbooks and accompanying materials; and Word by Word picture dictionaries, with accompanying workbooks, multimedia materials, and teacher's guides.

A mobile computer lab consisting of 8 laptops installed with the ELLIS™ Instructional Solutions for English Language Learners software is currently being used in the classroom. The use of this software will provide students with real-life social and cultural situations, authentic language contexts and native speech that will help students move more effectively toward English language proficiency.

Each content department is responsible for having materials appropriate to the learning level of its students. For ELLs, these include textbooks in their native language, reading materials—including text and trade books—at lower reading grade levels. Subject area teachers are required to have word walls of content-specific vocabulary, to help lower level readers, including ELLs, with any necessary vocabulary.

SPECIAL NEED ELLs – Special need ELLs are provided with materials that are specifically specified in the Individualized Education Plan (IEP), i.e. graphic organizers. Materials that are specific to the student's disability and/or special need is evaluated by the special education teacher and the ESL teacher and then provided to the student. Materials for content area subjects are also evaluated and provided to the student.

11. In the Freestanding English as a Second Language (ESL) program the ESL teachers meet with the content area teachers to incorporate teaching strategies and activities that connect English and native language within their lessons to support the English language learners (ELLs) within their classrooms. In addition, every content area classroom is provided with bilingual dictionaries and glossaries. In the ESL classroom, there is also a native language day where students read novels in their native language. And lastly, all ELLs are provided with bilingual text in all of their content area classes.

In the transitional bilingual program students receive 45 minutes of native language instruction daily in addition to ESL instruction. The work of the native language instructor complements the work done in the ESL program, and teachers from both programs meet on a regular basis to discuss classroom strategies and ideas for cultural events that complement the curriculum. All content area classrooms have bilingual dictionaries and glossaries. The transitional bilingual program builds students' English skills and uses native language instruction in the service of learning English. Typically, instruction in the native language tapers off as ELLs' English language skills increase and students can access English language instruction more easily.

12. All materials, services and resources that are used with the ELL population are reviewed to make sure that they are age and grade level appropriate.

13. EBT sponsors a Summer Immersion program to assist newly enrolled ELL before the beginning of the school year. This program is an intensive intervention reading/language arts program for struggling readers. In addition, this program helps assimilate students not only into the new American culture but also into the high school culture.

14. English Language Learners (ELLs) are offered a wide variety of language electives such as ELL journalism and accent reduction during EBT's extended day program, Saturday institute, and cultural immersion programs.

C. Schools with Dual Language Programs

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

Not Applicable

D. Professional Development and Support for School Staff

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

1. Our ESL teachers, our UFT Teacher Trainer, and our CLSO network all provide professional development that trains all the schools' teachers in ways to best teach ELLs. Workshops are offered during faculty and department meetings as well as during days designated by the DOE as professional development days. The focus of the professional development is to make teachers aware of the different needs and learning styles they will encounter with ELLs, and to show teachers how to use such techniques as differentiated instruction and the workshop model to educate our ELLs, all at no cost to Title III funds.

Our ESL teachers will also attend the following professional development courses (at no cost to Title III funds) offered by the Department of Education, including:

- Differentiated Instruction
- Preparing Students for the NYSESLAT
- Common Core State Standards and Curriculum Mapping for ELLs
- Promotional Policy
- LAP

Specific training and professional development programs that our ELL teachers undertake include:

- ELL program development and curriculum planning
- Test administration and grading
- Data analysis
- Common Core State Standards and Curriculum Mapping for ELLs
- Lesson plan design
- NYSESLAT administration
- Classroom management.

Professional Development Schedule

Sessions	Dates	Time	Schedule	Topics
1		October	Common Prep	LEP Identification Process
2		November	Common Prep	NYSELAT Preparation
3		December	Common Prep	Compiling BESIS
4		February	Common Prep	NYSELAT Preparation
5		March	Common Prep	NYSELAT Preparation
6		April	Common Prep	NYSELAT Preparation
7		May	Common Prep	Student Progress

2. Staff members are sent to professional development programs for high school teachers that help them understand the developmental needs of young adolescents, especially when transitioning from middle school to high school.

3. The required 7.5 hours of ELL instruction for all staff (including subject area teachers, guidance counselors, secretaries and the parent coordinator) are broken into three portions: three 2.5 hour workshops, one each during the three DOE professional development days (Election Day, post-Regents period in January, and Brooklyn-Queens Day). Meetings are run by our ESL teachers, and attendance is taken

to ensure meeting requirement.

E. Parental Involvement

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

1. EBT has an established Parent Teacher Association (PTA) that meets on a monthly basis that addresses the needs of ELL parents. At the beginning of the school year parents also participate in a "meet and greet" where they visit the school, observe classes, and meet the faculty and staff. Teachers and administrators are able to answer any questions in a more intimate environment.

2. E.B.T. has partnered with agencies such as the Metropolitan Museum of Art, Metropolitan Opera, the Museum of Modern Art, and the St. Nicholas Preservation Corporation in order to bring resources not frequently available to ELL parents. This is done through the cultural immersion program available to parents during our school's Saturday Institute program.

3. We invite parents to be participants in round-table meetings where organizations such as the Leadership Program generate conversations about the needs of new immigrant parents and how the school can help them to facilitate their acculturation to their new community.

4. During these round table discussions, we can assess the needs of parents of ELLs. Parents are provided with information about resources available to them and their community such as health clinics, arts organizations, GED programs, English classes, etc.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										15	2	6	1	24
Intermediate(I)										20	7	11	8	46
Advanced (A)										6	8	11	2	27
Total	0	0	0	0	0	0	0	0	0	41	17	28	11	97

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										4	1	3	1
	I										9	1	5	5
	A										8	10	11	3
	P										17	3	8	2
READING/ WRITING	B										12	2	4	1
	I										20	7	14	6

	A										6	6	9	3
	P										0	0	0	1

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

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

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

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	35		16	
Math (<u>Algebra</u>)		34		24
Math (<u>Geometry</u>)		12		3
Biology				
Chemistry				
Earth Science		2		0
Living Environment		33		19
Physics				
Global History and Geography		31		7
US History and Government		21		17
Foreign Language		15		15
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

1. EBT uses a combination of assessment tools that include the LAB-R, the Spanish LAB and the assessment from the Visions series.
2. The data patterns across proficiency levels and grades suggest that a majority of the students fall within the intermediate level. A great number of students tested advanced or proficient in listening and speaking and test mostly beginner and intermediate in reading and writing. This suggests that a majority of the students have achieved basic interpersonal communication skills (BICS), language skills needed in social communication, but are still lacking in cognitive academic language proficiency (CALP). CALP refers to formal academic learning. This includes listening, speaking, reading, and writing about subject area content material. This level of language learning is essential for students to succeed in school. Students need time and support to become proficient in academic areas. This usually takes from five to seven years. Recent research (Thomas & Collier, 1995) has shown that if a child has no prior schooling or has no support in native language development, it may take seven to ten years for ELLs to catch up to their peers.
3. The data patterns across NYSESLAT modalities – reading/writing and listening/speaking affect the instructional decisions of the ESL teachers. Once the data shows a trend towards a specific weakness, teachers design plans to attack these weaknesses. For example, a weakness in the reading and writing modality suggests a weakness in academic language acquisition. Therefore, teachers design lessons, which include skills such as comparing, classifying, synthesizing, evaluating, and inferring.
 - 4a. In the last year, NYSELAT results show that most students improved at least one proficiency level, and a few of these students became English proficient and were able to transition into mainstream monolingual classes. EBT provides a nurturing environment run by exceptionally well qualified staff, who stress the importance of a smooth transition into the new academic setting that includes a rigorous approach to English language instruction. Another significant trend that was noted among the students in the transitional bilingual program was that the students who took advanced Spanish or advanced placement (AP) Spanish tested higher on the Spanish and English Regents exams. This trend was noted after evaluation of students' class schedules and periodic assessments. We plan on capitalizing on this trend by reinforcing a stronger connection to the native language.
 - 4b. The leadership team and teachers at EBT use the ELL periodic assessment to evaluate the needs of each student academically, socially, and physically. The periodic assessments are evaluated in consultation with teacher assessments and observations to evaluate the whole child. Once a through evaluation is made, then a plan for each specific student is formulated. For example, some students may need to be referred to an optometrist because they can not see the chalkboard. Poor eyesight may be a contributing factor to low test scores and eyeglasses may be the simple solution to remedy the problem. Evaluation and observation lead to different steps of intervention that are in the best interest of each child. These steps may include refferrals to health care professionals, guidance counselors, and/or deans; academic interventions may include extended day, after school, or Saturday programs, and parental outreach may include parent conferences, mediation, and parental education and support programs.
 - 4c. After evaluating the periodic assessments, we have noted that students that students have acquired strong speaking and listening skills in English while their reading and writing skills in both English and Spanish need to be streghten. Our plan, is to strenghten the literacy skills in the native language so that these skills can be transferred to the second language, English.
5. Not applicable
6. The success of the programs for ELLs is determined by student progress as shown on the Regents, NYSESLAT, on the periodic assessments and teacher evaluations.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		