



**EAST BROOKLYN CONGREGATIONS HIGH SCHOOL FOR
PUBLIC SERVICE-BUSHWICK**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 32K545
ADDRESS: 1155 DEKALB AVENUE
BROOKLYN, NY 11221
TELEPHONE: 718-452-3440
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 545 **SCHOOL NAME:** East Brooklyn Congregations High School for Public Service-Bushwick

SCHOOL ADDRESS: 1155 DeKalb Avenue Brooklyn, NY 11221

SCHOOL TELEPHONE: 718-452-3440 **FAX:** 718-452-3603

SCHOOL CONTACT PERSON: Barnaby Spring **EMAIL ADDRESS:** BSpring2@school.s.nyc.gov

POSITION/TITLE: PRINCIPAL **PRINT/TYPE NAME: BARNABY SPRING**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Nicole Favard

PRINCIPAL: Barnaby Spring

UFT CHAPTER LEADER: Keith Santos

PARENTS' ASSOCIATION PRESIDENT: Belgica Martinez

STUDENT REPRESENTATIVE:
(Required for high schools) Raynel Herasme

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 32 **SSO NAME:** CFN 206

SSO NETWORK LEADER: Jayne Godlewski

SUPERINTENDENT: Karen Watts

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 members 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/Administration/ChancellorsRegulations/default.htm>). *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
Barnaby Spring	*Principal or Designee	
Keith Santos	*UFT Chapter Chairperson or Designee	
Belgica Martinez	*PA/PTA President or Designated Co-President	
Angelica Santiago	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
None	DC 37 Representative, if applicable	
Bliana Hernandez Raynel Herasme Daniel Laborde Herline Geffrard	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Asinet Gomez	CBO Representative, if applicable El Puente	
Darnese Olivieri	Member/Teacher	
Karen Reid	Member/Teacher	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

School Vision and Mission

Vision

EBC's Vision for the 2010 - 2011 School Year is:

The staff of EBC HS- Bushwick will focus on creating a community of excellence, where Teachers, Staff and Administrators:

- are dedicated and committed to the success of students, first and foremost
- are dedicated to improving student achievement via classroom instruction
- are accountable for ensuring that this school accepts nothing less than rigor and high academic excellence from both students and teachers
- are reciprocally supportive and where teachers are given the freedom and flexibility to practice their craft, in a framework of responsibility and accountability

"We strive to create a school where every minute is an educational learning experience."

Mission:

The Mission of EBC High School for Public Service – Bushwick is to nurture in students, staff and parents/guardians a desire to learn and a determination to make a difference in an environment that respects the individual, affirms diversity, and explores common goals for the common good. Each person will be encouraged to make a life-long commitment to his/her own education and to public service. We aim to promote human potential, develop leaders who act as agents of change, and empower individuals to compete and thrive in the world of the 21st century.

Contextual Information:

The Neighborhood:

EBC Bushwick HS is located in the Bushwick, Brooklyn, NY. Bushwick, Brooklyn is a neighborhood in crisis. Bushwick is located in the center of a neglected, low-income section of Brooklyn that is home to more than half a million people. Bushwick's housing, schools and infrastructure have been substandard for decades. Over 40 percent of Bushwick residents live below the poverty level, and almost 40 percent rely on means-tested government benefits. Median family income in Bushwick is less than half the national average while the official unemployment rate in Bushwick is over 10 percent, which is more than double the national rate.

The School:

EBC High School - Bushwick is, in the truest sense, a child of the Bushwick Community. We are the result of over seven years of struggle on the part of Bushwick Parents, led by the East Brooklyn Congregations (EBC) organization to provide the opportunity of a quality high school education for neighborhood youth. From our opening in September, 1993, our special focus has been on education for community empowerment.

- On the way to success, our youth need support. One important support structure at EBC is our advisory program. In daily advisory classes, students have a chance to discuss the problems in their lives which threaten to hold them back. They have a chance to explore and clarify values and learn positive coping and achievement skills.

- The centerpiece of our program is our integration of public service into the life of the school. Students volunteer in a variety of community institutions, where they work in many capacities. Upon returning to school, they are given instruction and participate in discussions which tie their “In the Field” experiences into the academics in their classes throughout the curriculum. This deepens their understanding of public service, and helps validate the course material by linking into a slice of real life in which a student has personally participated. We are continuing to expand and develop this program.

OVERVIEW

Below is an overview of instructional programs and special initiatives:

curricular, instructional, professional development and assessment programs and practices at EBC:

Curricular

- Writing Matters
- Balanced Mathematics
- Living Environment 9th, Earth Science for the 10th, Chemistry 11th and AP Physics 12th.

Special Programs

- Regents – Prep classes – afternoon & weekends
- Credit Recovery Program through PM School
- Gender Initiatives – Men’s Day, Women’s Day
- Public Service Theme
- Summer Bridge for entering 9th Grade

Advisory – academic, personal, social support
Emphasis on organizational skills – notebooks, folders

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	East Brooklyn Congregations High School for Public Service-Bushwick				
District:	32	DBN #:	32K545	School BEDS Code #:	333200011545

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended					
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2008-09	2009-10*	2010-11		
Pre-K	0	0	0		80.0	82.2	78.5		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability: % of Enrollment					
Grade 2	0	0	0	(As of June 30)	2008-09	2009-10	2010-11		
Grade 3	0	0	0		98.5	96.2	93.8		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11		
Grade 7	0	0	0		78.7	82.1	87.1		
Grade 8	0	0	0						
Grade 9	176	230	127	Students in Temporary Housing: Total Number					
Grade 10	195	172	166	(As of June 30)	2008-09	2009-10	2010-11		
Grade 11	134	117	185		1	4	7		
Grade 12	133	128	214						
Ungraded	1	1	0	Recent Immigrants: Total Number					
				(As of October 31)	2008-09	2009-10	2010-11		
Total	639	648	692		11	17	3		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2009-10	2010-11	(As of June 30)	2007-08	2009-10	2010-11		
Number in Self-Contained Classes	19	20	28	Principal Suspensions	87	18	2		
No. in Collaborative Team Teaching (CTT) Classes	13	13	41	Superintendent Suspensions	12	14	2		
Number all others	25	12	16						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number			
(As of October 31)				(As of October 31)	2007-08	2009-10	2010-11
2007-08	2010-11	2010-11	CTE Program Participants	TBD	TBD	0	
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	62	71	85	Number of Staff: <i>Includes all full-time staff</i>			
# ELLs with IEPs	2	6	18	(As of October 31)	2007-08	2009-10	2010-11
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	44	47	49
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	9	13	9
(As of October 31)	2007-08	2009-10	2010-11	Number of Educational Paraprofessionals	N/A	3	6
	6	13	34				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2009-10	2010-11
(As of October 31)	2007-08	2009-10	2010-11	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	.2	.3	.1	Percent more than two years teaching in this school	54.5	62.5	77.3
Black or African American	11.0	11.3	11.7	Percent more than five years teaching anywhere	45.5	52.1	54.5
Hispanic or Latino	87.1	87.0	84.3				
Asian or Native Hawaiian/Other Pacific Isl.	1.1	.6	1.0	Percent Masters Degree or higher	82.0	75.0	82.0
White	.6	.8	.7	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	85.3	83.8	85.5
Multi-racial							
Male	44.9	47.1	49.8				
Female	55.1	52.9	50.2				

2010-11 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2009-10	<input checked="" type="checkbox"/> 2010-11

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2010-11 Based on 2010-11 Performance):			
<input type="checkbox"/>	In Good Standing	<input type="checkbox"/>	Improvement – Year 1
<input type="checkbox"/>	Corrective Action – Year 1	<input checked="" type="checkbox"/>	Corrective Action – Year 2
<input type="checkbox"/>		<input type="checkbox"/>	Improvement – Year 2
<input type="checkbox"/>		<input type="checkbox"/>	Restructured – Year ____

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level	
	ELA:			ELA:	SINI 2
	Math:			Math:	IGS
	Science:			Grad. Rate:	IGS

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students				X	√	√
Ethnicity						
American Indian or Alaska Native						
Black or African American				-	-	
Hispanic or Latino				X	√	
Asian or Native Hawaiian/Other Pacific Islander				-	-	
White				-	-	
Multiracial						
Other Groups						
Students with Disabilities				-	-	
Limited English Proficient				-	-	
Economically Disadvantaged				X	√	
Student groups making AYP in each subject	0	0	0	0	3	1

Key: AYP Status

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

Note: NCLB/SED accountability reports are not available for District 75 schools.

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade	C	Overall Evaluation:	Proficient
Overall Score	48.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)	7.0	Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 30% of the Overall Score)	11,4	Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 55% of the Overall Score)	30.1	Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit	TBD	Quality Statement 5: Monitor and Revise	Proficient
Note: Progress Report grades are not yet available for District 75 schools.			

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?
-

Student Performance Trends

- Our achievement data drawn from progress report information indicates significant growth school wide. **The school saw increases from last year in ALL BUT THREE AREAS assessed via the Progress Report and was rated as being well-developed in half of the 20 criteria categories in last year's Quality Review – the remaining half being rated as proficient. The previous year's Quality Review was a undeveloped with proficient features. We are happy to report that in a system with ever-increasing standards we are able to sustain and increase our performance levels.**
- The three areas that saw significant increases were in areas of student progress/credit accumulation for first year and lowest third in first year seeing approximately 10% to 15% increases in those respective areas. All other student progress categories showed increases as well – with many indicating 5% or higher gains.
- Our Regents Data indicates increases in all regents areas with the largest increase in English Language Arts which moved from a weighted pass rate of 0.65% last year to an outcomes of 1.32% this year. Our most recent School Quality Review was a **proficient** as compared to the previous rating. It warrants noting that in the 20 sub-criteria in the Quality Review the school received 10 Well Developed Ratings and 10 Proficient. None of the school's sub-criteria were rated as undeveloped.
- The areas in which we saw slight decreases were in the Six Year Graduation criteria (both graduation and weighted diploma rates went down with the largest decrease in the Weighted Diploma Rate which dropped from 137.1% to 105.6%. We attribute this drop to the increased numbers of students graduation in four or five rather than in six years. Overall school attendance dropped slightly from the previous year as well from 83.4% to 81.4% - a total of 2 percentage points.
- Due to our having been identified as being in Year II as a School in Need of Improvement in this area last year's outcome has resulted in our school being placed on the NY State's list as a school in need of Comprehensive Corrective Action for English Language Arts.
- Due to increased standards city-wide for school performance – despite our gains – we were unable to increase our performance outcomes to a large enough degree to show that progress

via our overall grade which remained a C (as it was last year). The school was also notified of not having made its AYP target for ELA and MATH.

- Students indicate a strong attachment to school community and culture via participation in advisory, after school clubs and athletic programs. The establishing of a student council last year has also helped to increase student attachment to our school.
- At the most recent parent teacher conference the school saw a substantial increase of parent attendance which has not been quantified at this time. We attribute this to greater collaboration between the parent coordinator, the school administration and our parents as well as increased volunteer activity.
- Our NYSESLAT data on performance of ELL Students indicates an ELL Stall around acquisition of reading and writing skills relative to speaking and listening skills.

SUMMARY OF SCHOOL PERFORMANCE TRENDS

Strengths:

The school demonstrated increases in ALL BUT THREE AREAS in this past year's Progress Report (in comparison to the previous year's progress report) and was rated as being well-developed in half of the 20 criteria categories in last year's Quality Review – the remaining half being rated as proficient. The previous year's Quality Review was an undeveloped with proficient features. We are happy to report that in a system with ever-increasing standards we are able to sustain and increase our performance levels via these important evaluative tools.

We have deepened and increased our capacity to provide differentiated instructional support to our staff via the retaining of the UFT Teacher Center and doubling the amount of on-site consultation services from The New York City Writing Project to ensure that teachers are provided with the differentiated and modeled support for improving their instruction in the classroom.

We continue to utilize best practices of a professional learning community to leverage change that accelerates student learning in order to achieve positive outcomes.

At a time of increased budget constraints and responding urgently to the academic needs of our students we remain true to the ideal and purpose of an advisory program at EBC to ensure that each student is known and supported well by at least one teacher.

Need of Improvement

Increase capacity of all teaching staff through focused Professional Development and Expanded Inquiry Team processes to implement best instructional practices within the content area to assess and develop the reading and writing skills of students with a focus on student ability to read and respond in writing to Academic Text.

Increase capacity of all teaching staff to plan, implement and revise course Curriculum Maps to indicate specific NY State Standards based learning goals for student outcomes that are supported by specific rubrics to indicate progression of student proficiency and that are used strategically to assist students in taking greater ownership of their own learning outcomes.

Increase capacity of teaching staff to set quantitative goals for student achievement in grade, department and advisory teams, sub-groups and individual classrooms to inform ongoing Inquiry Work around best teaching strategies to increase student success in the classroom.

Increase capacity of teaching staff to deliver differentiated instruction that informed by regular review of data on whole school, grade team and individual classroom levels.

Greatest Accomplishments in Last Couple of Years

- The school continues to maintain a strong sense of family and community that sustains the overall culture of the community. We support this primarily through our gender-based advisory program, the establishment of a student council (last year) and greater involvement of parents.
- Teachers taking on greater roles in School Leadership, in Professional Development with a focus on Differentiated Instruction and in facilitating teacher-teams has helped all teachers at EBC to take ownership of the school's instructional mission in ways that are empowering and transformative for the whole school.
- The school has strong practices in place to gather and analyze school wide data and disaggregates the data by gender, ethnicity and grade level to inform instructional supports for all students. Over the previous year all teachers were provided with netbooks and technology training to implement an online system that increases the school's capacity to record and retrieve data and to provide students and families with daily progress reports relative to student attendance and achievement.
- The school has expanded its inquiry process to effectively to develop a culture of Inquiry throughout the community. The school has an SBO approved Wednesday staff meeting that provides focused time for teachers to conduct inquiry and engage in common planning time.
- The school has developed effective partnership with organizations that support student growth and development: EL Puente and HealthCorp are to examples.
- Last year the school expanded participation in the yearly Leadership Retreat to include parents, students, teachers and administrators in a New York City Outward Bound facilitated process to develop Core Values based on the school's mission statement.

Greatest Aids to School's Continuous Improvement

- The school has articulated a strong vision for whole school improvement focused on development of students' reading and writing skills as well as increased credit accumulation goals supported by teacher practice and student ownership of their learning goals built on the collaborative work of teachers working in teams in weekly staff meetings to set specific goals for student achievement, improvement and to conduct Inquiry and Action Research, sharing best practices in the process.
- The implementation of a UFT Teacher Center and renewal of partnerships with The New York City Writing Project and HealthCorp organizations as well as increased teacher attendance in professional development workshops outside the school insure ongoing, differentiated and focused professional development support and resources for all staff.
- CFN 206 support team provides assistance to the school in a variety of instructional, administrative and leadership supports.

Greatest Barriers to School's Continuous Improvement

- Classroom size due to increased population.
- Budget cuts and hiring freeze due to poor economy that impact ability to hire teaching and professional development staff...and that also impact on the lives of impoverished families and students in ways that hinder their engagement in and with school community.

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.

East Brooklyn Congregations High School (EBCHS) for Public Service

2010 – 2011

Theory of Action

This year we at EBCHS for Public Service: Bushwick have articulated our Comprehensive Educational Plan (CEP) as an expressed desire to realize EBCHS for Public Service: Bushwick as a **Professional Learning Community**. To that end we have utilized a **Theory of Action (TOA)** to express our plans for whole school improvement and success.

The idea of a Theory of Action applied in an educational context can be traced to the work of Argyris and Schon (1978, 1996) and Bryk, et al. (1998). In their words, a theory of action "encompasses the beliefs and interconnected explanatory structures that underlie educational leaders' approach to instruction, curriculum and the organization of schools - especially as those concerns attempt to guide improvements." In addition they present that a theory of action "states educational goals, articulates strategies for attaining those goals, and provides justifications or explanations for why those strategies should produce the designated goals."

City, Emore, Fiarman and Teritel (2009) say simply that a theory of action "can be thought of as the story line that makes a vision and a strategy concrete."

The story line of our TOA at EBCHS for Public Service: Bushwick this year is rooted in the school's mission statement which reads as follows:

The Mission of EBC High School for Public Service – Bushwick is to nurture in students, staff and parents/guardians a desire to learn and a determination to make a difference in an environment that respects the individual, affirms diversity, and explores common goals for the common good. Each

person will be encouraged to make a life-long commitment to his/her own education and to public service. We aim to promote human potential, develop leaders who act as agents of change, and empower individuals to compete and thrive in the world of the 21st century.

Core Values

At EBC we believe that involvement of all members (students, families, teachers, administrators and staff) of our community creates a team.

T: Together

E: Everyone

A: Accomplishes

M: More

EBC High School was created as an act of social justice and its foundation is rooted in public service. It is designed to create a safe environment that builds respect, unity, responsibility and self-esteem. Students are transformed into agents of change by actively increasing individual and whole group accountability in the student-school-community relationship with a focus on giving back to the community.

Advisory is an essential link between student, school, and community. It is designed to nurture and empower students academically, emotionally and socially while developing individuals with high moral standards.

EBC believes in an environment which focuses on safety, respect, commitment and accountability as a means to prepare students for lifelong learning.

To insure a coherent and focused alignment of our goals with the mission statement and core values noted above and to focus our collaborative efforts on addressing the serious challenges we are facing this year as a school:

- required to take **Comprehensive Corrective Action for ELA with a focus on our Hispanic population**
- increasing school attendance rates to 90%,
- continuing to demonstrate incremental improvements via School Quality Review, Progress Report as we have this previous year.
- implementation of the Core Content Standards

we have framed our Action Plan through the lens of a **Common Instructional Framework for Teaching and Learning**.

The essential components of this framework have guided our school's analysis of data, identification of crucial areas in need of focused support and, most importantly, assisted in identifying a comprehensive action plan for our continued growth and success as exemplified by the projected successful academic outcomes of our students and the effective professional development planned for this year which will increase the capacity of our staff to lead our students to these goals.

The essential components of the instructional framework that, as the mirror for our self-reflection in all areas of instruction and learning, will provide both structure and fuel for our action plan this year are:

Curriculum: What are the Academic Tasks (content, knowledge, skills) that we ask students to do?

Instruction: How do teachers support student learning of the defined curriculum?

Assessment: How do we know students are learning?

Equity: How do we create an environment that supports all learners?

Critical Support: How do we use professional development, culture and other resources to enable student learning?

Resources: How do we use our budget, our partnerships, our LSO ICI support team, our schedule and programming to insure the time and space for the work that matters most to be completed?

Thus, the aggregates of each of the five goals articulated below have been informed by and will be reviewed within the context of one, more or all of the essential elements listed above.

Goal #1

TO INCREASE STUDENT ACHEIVEMENT OUTCOMES IN ELA (and all other) REGENTS SCORES BY FOCUSING ON THE LITERACY NEEDS OF OUR STUDENTS ACROSS THE CONTENT AREAS: This goal is focused primarily on our school's challenges relative to ELA performance but also connects to need to provide greater support to our ELL and Hispanic population with development of skills to read and write in response to text in all of the content areas.

Continued monitoring and evaluation around the effectiveness of our Ramp Up program as well as implementation of Writing Matters for entering 9th graders identified as struggling readers and writers,

the development and implementation of whole school baseline, formative and summative reading and writing assessments as well as data-based structural changes to our programming and scheduling of students will insure that our programming and curriculum design and delivery is rooted in the skills-based needs of our students.

Inquiry Team research based on the successful work of last year's Inquiry Team will insure an expanded process of inquiry in our school this year that will provide teachers with more time to analyze and discuss student learning needs around reading and writing in response to academic text in the content area. Through our expanded inquiry process (to include well over 90% of our instructional staff) teachers will focus on targeted students based on a criteria for identification that ensures supports to our most struggling and disengaged students; while at the same time identifying those instructional practices that are most effective for all students in our community. Teachers working individually and in teams will be supported in identifying and implementing instructional strategies to assist them in differentiating their reading and writing instruction of students in each of the content areas.

Professional Development in our regular staff meetings, via the daily support of our UFT Teacher Center specialist as well as additional UFT Center facilitated PD and after school professional study groups on best practices for the differentiation of literacy instruction in the content area will insure that teachers are provided with essential critical supports and resources to learn, grow and share their discoveries as individual and team members of a professional learning community.

Establishing a more structured instructional and curriculum focus for our ELL students will ensure the development of our students' in this category as well as developing the overall capacity of our ELL and General Education teachers to address the needs of our large ELL population. The school will increase its ability to make adjustments in relation to assessments of student learning and to insure that appropriate professional development supports are in place to support teachers as the school transitions to a culture that bases its programming and scheduling on rigorous practices for identifying student needs and responding accordingly.

Ongoing evaluation, restructuring of school program and implementation of reading and writing diagnostics, skills-based programming and scheduling decisions as well as identification and offering of most effective after school tutorial, content area and Regents Prep classes will insure that a greater sense of Equity exists in our school that is informed by a definition of equity that is less about "every student gets the same thing" and more about "every student gets what the student needs."

Goal #2

INCREASE STUDENT ACHIEVEMENT OUTCOMES VIA CREDIT ACCUMULATION

The setting of quantitative goals for student improvement will drive the school's inquiry process around sub-groups of students to insure a student-centered action research process that develops most promising practices for serving our students' literacy needs in across the content areas in ways that are aligned with the new Core Content Standards. Actions rooted in analysis and use of data to inform all instructional decisions and practices in the school from whole school to classroom instruction, implementation of outside supports, weekend academy, night school as well as further development of online credit recovery and authorized independent study programs will insure that all members of the professional learning community are provided with the opportunity to review progress towards specific goals, make specific revision and adaptations of plans around reaching these goals and to ask the essential questions relative to these goals via regular staff meetings, at progress report card benchmarks, and throughout the year. This will not only address the specific credit accumulation and recovery needs of students but will also insure an honest and open reflection among teachers and administration around the credit accumulation needs of our students relative to the essential elements of our Core Instructional Framework.

GOAL #3

TO CONTINUE TO DEVELOP AND REFINE BEST PRACTICES OF A PROFESSIONAL LEARNING COMMUNITY WITH A FOCUS ON:

- A. DEPARTMENT BASED CURRICULUM MAPPING,
- B. SCHOOL-WIDE DIFFERENTIATED INSTRUCTION,
- C. DEVELOPMENT OF TEACHER TEAMS TO CONDUCT INQUIRY/ACTION RESEARCH.

This goal is rooted in the belief that when students have clear, concrete and curriculum-based-goals for their learning, that have been thoughtfully planned, that are articulated, made visible in every classroom, unit-by-unit; that can also be referred to, reviewed and that can inform a students' self-assessment and teacher feedback/adaptation of instruction in relation to these learning goals then students are provided with greater opportunity to reflect on and articulate their own plans for progress and improvement as well as provide feedback to teachers around their perceptions of their own strengths and weaknesses. A uniform academic culture that iterates and reviews goals for learning in every classroom also provides parents, teacher and students an opportunity to communicate in a more focused and concise fashion around the students' progress towards meeting specific goals. Professional Development opportunities for teachers around goals-based curriculum maps supported

by rubrics and student self-assessments that provide greater feedback to teachers around students' learning needs to inform adaptation and differentiation of instruction as well as the implementation of great online communications tools (increased parent use of Aris and the implementation of a new school website to communicate information in both English and Spanish languages) will increase the social contract between student, teacher and parent in ways that insure a more focused dialogue around what a student knows, understands, is able to do and what that student must do to progress that also includes information around how teacher and parent might assist that student in moving forward.

Staff meetings this year will be primarily dedicated to insuring that teachers working in teams will be conducting their own inquiry/action research with a focus on the sub-skills of vocabulary acquisition and comprehension. Supported by school leadership and the UFT Teacher Center specialist as well as CFN and New York City Writing Project consultants. By insuring that teachers drive a guided process for inquiry that will inform what works best for our students but that will also inform our larger school-wide decision making processes we insure the extension of a collaborative process at EBCHS that is essential to our learning, growth and lasting success. This is how we respect teachers and value teaching at EBC.

GOAL #4

TO INCREASE STUDENT VOICE, INVOLVEMENT AND OWNERSHIP OF OUR SCHOOL'S MISSION OF PUBLIC SERVICE AS WELL AS THEIR INDIVIDUAL ACADEMIC, SOCIAL, EMOTIONAL AND LIFE LONG LEARNING GOALS THROUGH THE REVISIONING, DEVELOPMENT AND IMPLEMENTATION OF A 9 – 12 ADVISORY CURRICULUM TO SUPPORT OUR EXISTING ADVISORY STRUCTURE.

Often mistaken for “homeroom” the idea of advisory as integral to the educational mission of our school has been clearly established since the school’s founding. Our commitment to making sure that each student in our community is known well by at least one teacher is a non-negotiable for all members of our professional learning community. Our school’s commitment to public service and providing our students with a strong foundation of character development that is rooted in the moral and democratic qualities of service for the public good must be at the heart of our community. The voice we hear at that core must be the students’ voice. To that end we are committed to ongoing development of a student council (established this past year) as well as clarifying and improving our own advisory services in ways that focus on supporting our students in not only achieving their academic goals via one-on-one guidance, tutoring, and goal planning, but also in terms of helping them to develop the social and emotional life skills and willingness to engage with their society as actively engaged citizens. While never compromising our academic mission, our advisory program must be regarded as the primary way in which an overall healthy school culture is maintained.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): ELA/LITERACY/READING AND WRITING IN THE CONTENT AREA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><u>Goal #1</u></p> <p>TO INCREASE STUDENT ACHEIVEMENT OUTCOMES IN ELA (and all other) REGENTS SCORES BY FOCUSING ON THE LITERACY NEEDS OF OUR STUDENTS ACROSS THE CONTENT AREAS: <u>This goal is focused primarily on our school’s challenges relative to ELA performance but also connects to need to provide greater support to our ELL and Hispanic population with development of skills to read and write in response to text in all of the content areas.</u></p> <ul style="list-style-type: none"> • ELA Last year the pass rate on the ELA Regents exam was 53.55%. This year we will increase the pass rate by 6.5%. • Math Last year the pass rate on the Math Regents was exam 33.58%. This year we will increase the pass rate by 6.5%. • US History Last year the pass rate on the US History Regents exam was 38.5%. This year we will increase that rate by 6.5%. • Global Studies: Last year the pass rate on the Global Regents exam was 20.79%. This year we will increase that
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	<p>rate by 9%.</p> <ul style="list-style-type: none"> • Living Environment Last year the pass rate on the Living Environment Regents exam was 39.64%. This year we will increase that rate by 5.5%. • Earth Science Last year the pass rate on the Earth Science Regents exam was 60.65%. This year we will increase that rate by 5%.
<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"> • Teachers working in teams will analyze data on student achievement on regents outcomes, looking at whole school and multiple sub groups to identify areas of concern. • Teachers working in Department Teams will analyze data from last year's regents scores and establish set goals for student achievement. • Teachers will conduct inquiry in Dept. Teams to focus on development of target group of students' reading and writing skills across the content area. • Instruction will include purposeful assessment of students relative to Regents preparation. • Programming will be adjusted to provide Regents Prep classes for students in content areas • Prep Classes will be provided to students via PM school, after school tutoring and weekend academies. • ELL Dept. will be provided with increased PD opportunities and be provided with greater supervisory support.
<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>Title I and Title ARRA funds will be used for PD, credit recovery programs. TLFSF funds will be used for Tr. Per session to work on curriculum mapping and study groupings to develop core curriculum based instructions; Children's First and Inquiry/Data Specialist funding will support the use for Data in our instructional development. Title III funds will be supplement other funds to support our instructions towards academic graduation for our ELL students.</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"> • Staff Meeting Agendas • Team Goals for Student Achievement • Marking Term Progress Reports • Regents Scores from January and June Regents reflecting increases.

Subject/Area (where relevant):

Credit Accumulation

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><u>Goal #2</u></p> <p>Increase Student Achievement Outcomes via Credit Accumulation</p> <ul style="list-style-type: none">• ELA Last year 1840 credits in ELA/ESL were attempted. 72.66% of those credits were earned. This year we will increase the credit accumulation in ELA/ESL by 7.5% • Math Last year 1264 credits in Math were attempted. 70.89% of those credits were earned. This year we will increase the credit accumulation in Math by 8% • Social Studies: Last year 1581 credits in Global Studies were attempted. 72.55% of those credits were earned. This year we will increase the credit accumulation in Social Studies by 8% • Science Last year 2119 credits/labs in Science were attempted. 74.28% of those credits were earned. This year we will increase the credit accumulation in Science by 6%
<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">• Teachers working in teams will analyze data on student achievement on credit accumulation in whole school and multiple sub groups to identify areas of concern.• Teachers working in Department Teams will analyze data from last year’s scholarship reports and set goals for student achievement relative to our projected goals.• Teachers will engage in regular scholarship report review.• Parent Outreach will include phone calls to homes of parents of students identified as in danger of failing to ensure their attendance at teacher/parent night.• Begin implementation of Datacation system to provide parents and students with regular online feedback on their progress available 24/7.• Student lists will be generated of various groupings of students relative to “at risk” issues: attendance, failing, mid-level and cohort students.• Credit earning options will be provided via PM school and Plato online credit recovery program.

<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>Title I SWP; Title I ARRA SWP; TLFSF; One time Only Allotment; Contract for Excellence used to provide smaller classes, PD in house and out of school for staff to enhance instruction through data usage and new programming schedules; use of Lehman writing program and UFT Teacher Center to foster improved instructional strategies. Parent involvement in conferences and SLT to make school decisions reflect the needs of all its constituents. Travel and fees and necessary supplies to implement and to reach goals.</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"> • Staff Meeting Agendas • Parent Sign in sheets • Scholarship reports • Team binders indicating goal setting and review • Regents Scores from end of term reports indicating credit accumulation increase

Subject/Area (where relevant): Teacher Capacity

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><u>Goal #3</u></p> <p>To Continue to develop and refine best practices of a Professional Learning Community with a focus on:</p> <ul style="list-style-type: none"> A. department based curriculum mapping, B. school-wide differentiated instruction, C. development of teacher teams to conduct inquiry/action research. <ul style="list-style-type: none"> • 100% of teachers will be provided with professional development, school-based support and common planning time to develop and articulate student learning goals for each unit of study that are aligned with a whole-school curriculum mapping template. • 100% of teachers will submit curriculum maps at the start of the school year and will work in department teams to develop 9 – 12 curriculum maps. • All content area 9th Grade teachers will develop Department curriculum based on National Core Standards to be implemented next year.
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- **100% of all teachers will receive professional development, UFT Teacher Center and New York Writing Workshop support on aligning development of student's reading and writing skills in the content areas in accordance with National Common Core Content Standards for Reading and Writing in the Content Area.**
- **All content areas will develop and implement formalized assessments to inform ongoing instructional planning.**
- **100% of all staff will be provided with and receive training around the use of netbooks (to be used throughout the year) to access NYCDOE based data systems (ARIS) and school-based data systems (Datacation, Skedula.com, google.docs) to access and input specific data on whole school, grade, department and sub-group levels and to inform their differentiation of instruction and to provide students and parents with regular feedback on their individual progress via attendance, completion of home work assignments and overall class participation on a regular basis.**
- **100% of all teachers, working in teams, will deepen their capacity to collect and analyze whole school and disaggregated data outcomes for Regents and Credit Accumulation in order to identify specific trends on whole school, department and individual teacher performance in order to set quantitative and qualitative goals for progress in these two areas.**
- **90% of all teachers will be logged onto and registered to the Datacation/skedula.com data system.**
- **90% of all teachers will utilize the Datacation/sekdula.com system to monitor progress and revise action plans relative to goals for student achievement throughout the year.**
- **100% teachers will be provided with time in the regular instructional day to input and provide feedback to students/parents via this system.**
- **100% of all teachers will declare specific goals for differentiated instruction via their yearly goals with a focus on content, process and product.**
- **100% of all content area teams will conduct inquiry/action research based on an identified instructional issue within their team that is informed by data and that is**

	<p>aligned with the overall goals of the Comprehensive Education Plan.</p> <ul style="list-style-type: none"> • 100% of content area teams will articulate roles and responsibilities of members on their team. • 100% of content area teams will identify a target group of students to be the focus of their inquiry/action research throughout the year. • 100% of grade teams will identify key focus areas and develop integrated strategies to articulate “power standards” and/or key skills areas of that might be integrated across the content areas on each grade level. • 100% of inquiry teams will develop and present their “projects” that will include their target group of students, their rationale for focusing on this group and their findings at designated “benchmark” presentations throughout the year
<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"> • Utilize the SBO approved 2 hour Wednesday staff meeting to provide teacher teams with common planning time to meet and develop individual, department and grade based curriculum maps that are informed by inquiry/action research. • Continue to monitor effectiveness of SBO Wednesday staff meeting relative to possibly restructuring program to support additional instruction in the spring term. • Support teachers through regular observations and individualized feedback on articulation, posting and use of goals for student learning for each unit of study. • DOUBLE the amount of time of New York City Writing Project consultant services in the school to support all teachers in knowing and understanding and having the skills to implement Core Content Standards aligned reading and writing strategies in the content area via in-class modeling, workshops and one-on-one support. • UFT Teacher Center will collaborate with teachers to develop an in-house reading and writing diagnostic. • Budget will be allocated to purchase and provide PD training to all staff around the use of netbooks and data systems described above. • A professional development and planning calendar will be articulated at the start

of the year to indicate goals for analysis of data, teacher-team based goal setting for student achievement, formation of inquiry teams, target students and individualized teacher goals and professional development plans that indicate deadlines and benchmarks.

- **Teacher support will be provided via budget allocations to provide teachers with UFT Teacher Center and New York City Writing Project consultations, whole school, dept and one-on-one supports around planning and differentiation of instruction.**
- **The school will utilize both the weekly staff meeting as well as the twice monthly Monday meetings to provide common planning time for teachers to collaborate and plan individually and in teams to plan for and provide data-based differentiated instruction.**
- **A team of lead teachers who participated in a collaborative study group around best practice for differentiated instruction last year will develop model “lab” classrooms which will be utilized for visitations and exemplars for best practices around differentiated instruction.**
- **A team of teachers will participate in year two of the Gates Funded Measures of Effective Teaching (MET) Project.**
- **A calendared plan for inquiry team development and projects that will include benchmarks for team presentations and whole school sharing.**
- **The weekly staff meeting and twice monthly staff meetings will provide common planning time for teams to meet.**
- **The school will utilize a common instructional framework to assist the teams and the whole school in identifying the implications of the school’s inquiry process and teamwork in ways that are framed by “the five levers” of student learning: curriculum, pedagogy, assessment, collaboration and structure.**
- **Rather than articulating ONE data specialist – the school will focus on having teacher teams identify their own team-based data specialist who will liaison with an assistant principal to develop their own skills to collect, analyze, present and assist their teams on using data to inform their ongoing work.**

Subject/Area (where relevant):	<ul style="list-style-type: none"> The school will utilize the support of their CFN support specialists to clarify and focus the work of the inquiry process. STUDENT ENGAGEMENT/VOICE/ADVISORY
Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	Goal #4 <p>To increase student voice, involvement and ownership of our school's mission of public service as well as their individual academic, social, emotional and life long learning goals through the development and implementation of a 9 – 12 advisory curriculum to support our existing advisory structure.</p> <ul style="list-style-type: none"> Teacher Observations and walkthroughs confirm teacher articulation and posting of learning goals in classrooms support in facilitating advisory. Curriculum Maps collected at the start of each term confirm purposeful planning for goals-based learning via articulation of NYS Standards goals for student learning. 100% of all EBC students will be represented via the implementation of an advisory-based student council via a yearly election process that ensures student leaders sitting on the School Leadership Team and participating in leadership decision-making process on that level. Staff meetings will provide time for teachers to meet in teams to discuss student assessments based on learning goals. Over 90% of students will conduct self-assessments relative to their class-based goals. Students are able to articulate individualized awareness and acceptance of they performance in classes and to describe personal next steps for progress.
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>	<ul style="list-style-type: none"> Allocate funds and comp time and/or f-status position to ensure a lead advisory department based to provide ongoing team-based and one-on-one advisory support. Staff meeting agendas, team based documentation, team based action plans, Provide time for grade based advisory teams to meet on a weekly basis to plan and collaborate on grade based advisories. PD Calendar, Agendas, Invoices, Printouts, Observations, Teacher portfolios of goals, artifacts from the process via MEET journal reports based on our advisory structure that ensures student representation on every grade level.

	<ul style="list-style-type: none"> • The school will develop a comprehensive and cohesive advisory curriculum that is aligned with essential elements of a 9 – 12 advisory experience in our school with a special focus on public service and college readiness. • Student self-assessments will be distributed and completed via advisory
<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>Title I and TLFSF monies allocated to provide for an UFT teacher center. Its purpose is to provide for new staff mentoring, while also providing supportive resources for increased staff efficiency and effectiveness in delivering instructions in trying to meet all of our student's educational needs. Use of Title III LEP funding and Title I and TL Translation funds to bridge the language barriers and to support positive academic and career achievements. Per session PD training monies have been allocated.</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"> • Agendas of weekly meetings and logs of advisory support. • Model Advisory lesson plan template • Model Advisory lesson plans aligned to school's essential elements for advisory. • Advisory Curriculum Mapping Template for all advisory teachers to inform instructional planning for advisory to develop scope and sequence of advisory instruction. • Observations of teachers in advisory. • Advisory-based student self assessments indicating their understanding of their current level of achievement in each class and next steps for progress.

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					66		20	15
10					90		46	60
11					85		45	40
12					95		60	70

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	
Mathematics:	
Science:	
Social Studies:	
At-risk Services Provided by the Guidance Counselor:	Social, emotional and academic counseling on a one to one and group basis. Facilitating workshops on character building and teen leadership. Organize trips colleges and career seminars. College tours, SAT Prep classes and career counseling events are scheduled throughout the year.
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	Provides individual and family counseling. Parenting and Pregnant teen Support Group are held bi-weekly during and after school. Overaged and undercredited student program with academic counseling is provided with outreach from community providers such a El Puente and Family Dynamics. LGBTQ, gang – involvement, family crisis group and individual services/workshops are held or attended by individual students in the evenings or Saturday to accommodate working guardians. ELL student receive counseling in Spanish if the are more fluent in it. Human Right after school leadership/community activities are held in the school and community which assist and prepare student to become advocates for themselves and their community.

At-risk Health-related Services:

Individual counseling, family counseling, mental health
And health clinic referrals, parent and family intervention held during the day evening or Saturdays.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) 9-12 **Number of Students to be Served:** 104 LEP _____ Non-LEP

Number of Teachers 3 **Other Staff (Specify)** 2

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.

Our English as a Second Language (ESL) Program combines classes of freestanding ESL with classes which utilize the

Cooperative Team Teaching Model. The first component, in freestanding ESL consists of grade and level-grouped classes which utilize ESL methodologies to improve academic skills and literacy.

The instructional materials used to support the learning of ELLS. Our English as a Second Language (ESL) Program combines classes of freestanding ESL with classes which utilize the Cooperative Team Teaching Model. The first component, in freestanding ESL, consists of grade- and level-grouped classes which utilize ESL methodologies to improve literacy. Small dosage (of content and language) and gradual progression of the curriculum are needed. In the latter component, instruction is integrated with content area objectives. Strategies utilized include using conceptually challenging, relevant materials, written in natural, clear, disciplinary discourse and that contain linguistic abundance. Activating prior knowledge, cooperative learning, culture studies, and academic language scaffolding.

The instructional materials used to support the learning of ELLs (which include content area as well as language materials) are as follows: authentic material across all contents, periodicals, newspapers, novels, short stories, dictionaries, diversified libraries, graphic organizers, charts, thesauruses, rubrics, visuals and textbooks. In addition, we provide culturally rich texts that in turn prepare students for Regents based instruction. In addition, the balanced literacy approach is utilized, including but not limited to questioning of the text, prediction, synthesis, reading and response, foundation of literary analysis through the identification and utilization of literary terms in multiple fictional genres (screenplay, novel, short story, poetry and drama). Lastly, application of literary analysis through the creation of differentiated multimedia projects utilizing multi-learning modalities (visual, kinesthetic, oral, etc.).

Initial identification of ELLs includes a review of HLIS, an interview upon entering school, ARIS, the administration of LAB-R (and Spanish LAB where applicable), and a review of NYSESLAT scores globally as well as by modality. Ongoing data collection on a school wide basis includes Regents exam data comparisons of ELL and non-ELL scores, the Acuity periodic assessment exam, and a roster of long-term ELLs; on a class level, diagnostic, formative, and summative assessments are used to adapt curricula to student needs. Students are programmed by grade and level. Advanced students receive one period of services in the CTT class; intermediate students receive one period of the CTT class and one period of a support class; beginner students receive one period of the CTT class, one period of a support class, and one period of a freestanding beginner class. Avi Tropper supervises the school's ESL program and assures that we comply with all ELL mandates.

The home language for all ELLs is Spanish.

After school tutorial is offered through out the year to small groups of ELL's. Finally, we offer ELA Regents Preparation for ELLs in January 2010 and June 2010 which include four sessions each, one focusing on each part of the exam. El Puente is a community organization with which we have a relationship that offers afterschool tutoring in both English and Spanish. El Puente and Princeton Review will be providing academic support Monday thru Saturday in the school from 3-6 PM on weekdays and 8-1 PM on Saturday. In order for ELL's to meet the high standards set for all students Plato and Aventa will also be available to all ELL's as a support towards credit accumulation.

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate. Such programs may include art, music, sports, clubs, etc.

EBC offers PSAL teams in girls' volleyball, girls' tennis, girls' basketball, boys' basketball, and boys' baseball. There also is a soccer club. Other extracurricular activities include African American Heritage Club, Hispanic Heritage Club, Step Team, and Community Service Projects. School dances are offered monthly.

Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.

Activities might include parent orientations, homework help, leadership development, ESL and/or math/literacy.

- 1) This program will offer parents weekly workshops on use of technology, graduation requirements, and school success for the children. Workshops will be facilitated in English and Spanish and will be facilitated by teachers, parent coordinator and supervised by administration. Parents will be introduced to reading strategies to promote literacy and build vocabulary. It will primarily address the standards, with intense strategies to assist parents in helping the children become academically successful. These Saturday workshops will be two hours long and will be monthly from November to April.
 - 2) Parents will be taught Introduction to Word Processing/Technology in the schools computer lab using PC and Wireless Laptops. The Technology Coordinator, Administration and the Parent Coordinator will co-facilitate the session/workshop for the parent during the Saturday Parent Program. This Saturday Parent Program will be offered for 5 sessions of 2 hours by certified teachers. This program will also offer parents workshops on use of technology, graduation requirements, parenting supports, homework help, leadership development, ESL and/or math/literacy to ensure school success for their children.
 - 3) Workshops will be facilitated in English and Spanish and will be facilitated by teachers, parent coordinator and supervised by administration. Parents will be introduced to reading strategies to promote literacy and build vocabulary. Parents will develop a lending library. It will primarily address the standards, with intense strategies to assist parents in helping the children become academically successful.
 - 4) Increased communication with ELL parents will be encouraged through bilingual monthly newsletter, EChalk, and monthly PA meetings that communicate topics covered, student work, and strategies for student success.
- I. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school. We do not offer Project Jump Start at EBC.

- II. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school. We do not offer Project Jump Start at EBC.
- III. Staff Development (20010 - 11 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

Teachers of each of the content areas-Social Studies, Mathematics, English, Science and Special education will receive professional development targeting the ELLs in their classes, Grades 9-12. Sessions will be conducted by content area. Professional development will address the integration of individual content area standards with ESL standards.

English language and literacy skills and to make academic content challenging, interesting and accessible. We will focus on some common misconceptions and guidelines. Tentative dates are scheduled during the months of November thru January.. Appropriate language support including scaffolding of academic language will be targeted. Further professional development will be determined as to the specific needs of the teachers who attend the first round of professional development. Professional development will be provided by the three ESL certified teachers, Robert Lombardi, Alan Gamboa and Ms. Imene Petrousos .Subjects covered will include scaffolding instruction, differentiating instruction, integration of ESL strategies, and assessment. Teachers also will be provided with professional texts to support their learning.

- IV. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

We offer social worker services to all of our ESL students. All ELLs who are eligible to receive Special Education services, from Resource to SETTS . The SETTS include Speech Therapy and Occupational Therapy. An Alternative Placement paraprofessional is provided to Special Education student as indicated on their IEP

- V. We do not have a bilingual program.

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.

Parents indicate their preferred written and spoken language on blue cards when they register their children. That information is recorded into the Parent/Adult Info screen on ATS. Written and spoken language information is continuously updated to ensure that we are addressing the needs of our parents. We also use our Home Language Report and Ethnic Census Report to determine which languages we must provide written translation and oral interpretation for.

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.

84% of our student population is Hispanic and 66% report Spanish as their Home Language. We have one Asian student with Arabic as her Home Language. These findings were reported to our school community at Professional Development meetings. Being that we are a relatively small school with a predominantly Hispanic student body, our staff is well aware of the need for translation and interpretation for Spanish speaking parents. The needs of our Arabic speaking student are distinctive, since she is the only student requiring translation and interpretation services in that language. As a result, all staff members working directly with her and her family are conscious of her needs. In addition, ATS reports like the Home Language Report, Ethnic Census Report and Student Emergency Contact Sheet are available for all staff to view upon request.

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.

Since 84% of our student population is Hispanic, all written documentation is distributed to parents in both English and Spanish. Our Parent Coordinator and Pupil Accounting Secretary are both bilingual and are available at all times to provide written translation in Spanish. Most of our documents are translated into Spanish by our Parent Coordinator or our Pupil Accounting Secretary, however at times the Translation Request form is used to have documents translated by the Translation and Interpretation Unit. We have one parent that requires communication in Arabic, for which we use the Translation and Interpretation Units assistance on a regular basis.

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

Our Assistant Principal of Operations, Parent Coordinator, Social Worker, Guidance Counselor, and Pupil Accounting Secretary are all bilingual and are available at all times to provide oral interpretation in Spanish. If there is need to assist a parent who communicates in a language other than Spanish we use the Language Identification Card and/or the various signs available from the Translation and Interpretation Unit to identify the parents' language. We then use the Over-the phone Interpretation Services available through the Translation and Interpretation Unit.

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>.

In order to fulfill Section VII of Chancellor's Regulations A-663 we have done the following:

- ✓ Upon registering a child in our school, parents receive a copy of the Bill of Parents Rights and Responsibilities in their primary language. Copies of this document are also available in the main office and parent coordinator's office.
- ✓ Signs indicating the availability of interpretation services are posted prominently in the main lobby, main office and parent coordinator's office.
- ✓ The 311 School Designee for the Information Services Hotline is the Pupil Accounting Secretary who is bilingual. She and the Parent Coordinator are responsible for making sure all parents in need of language assistance services are able to reach the school's administrative offices.
- ✓ All forms requiring parent signatures and/or information are available in Spanish.

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:	700,774	121,097	822,681
2. Enter the anticipated 1% set-aside for Parent Involvement:	7,007	1,219	9,226
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	35,035	*	
4. Enter the anticipated 10% set-aside for Professional Development:	70,077	*	

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

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

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

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

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

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

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

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

3. Instruction by highly qualified staff.
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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy 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.
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.
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.
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.

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

Explanation/Background:

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

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	x			\$700,774	x	22,23,27,29
Title I, Part A (ARRA)	Federal	x			\$121,907	x	22,23,27
Title II, Part A	Federal			x			
Title III, Part A	Federal		x		\$16,120	x	22,29
Title IV	Federal			x			
IDEA	Federal		x		\$133,530	x	
Tax Levy	Local	x			\$2,789,230	x	22,23,27,29

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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.

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance 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. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, 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 schools.

NCLB/SED Status: From Bonnie Strum **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

EBC Bushwick High School for Public Service was cited for poor academic performance in English Language Arts and has not made AYP in that area for all school students and for Hispanic/Latino students. There has been a steady increase of the number of English Language Learners. The Curriculum Audit describes the transition phase from ESL teachers being paired with Content Area teachers to having self-contained ESL classes at the beginning, intermediate, and advanced levels. This year the school is implementing a English Language Arts push-in support within ESL classes.

Additionally, the Curriculum Audit within the Summary of Instructional Support relates:” The average rating across all classes for the domain of instructional support is in the mid range, 4.2. Among the dimensions included in this domain, the lowest average ratings was analysis and problem solving (3.7 on a 7 point scale) and the highest average rating was for content understanding (4.7 on a 7-point scale).” Although most of the instruction was well-paced and engaging, the delivery format in many of the classes was lecture based.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Staff members have been analyzing data, particular to grade levels and content areas. Given that data, teachers have identified

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poor reading, writing, and fluency skills as being central to low student achievement. The focused intervention includes baseline diagnostics in all subjects, embedding the four critical literacy strands (reading, writing, speaking, and listening) within the content areas, using grouping to address skills, readiness, and interest levels, and framing assignments using concrete and specific language. The aforementioned will be addressed through the support of the New York City Writing Project Specialist and Inquiry into Reading Assessments/Reading Interventions provided by the UFT Teacher Center Specialist. The school is also implementing various new curricula to comply with the requirements of NCLB as they relate to schools in Corrective Action. One example of such is Creative Responses to Text, a Creative Writing course with an emphasis on the exploration and creation of fiction and non-fiction pieces.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

EBC Bushwick High School for Public Service is a UFT Teacher Center Partnered school, and as such the staff members are eligible to participate in Literacy, Math and other Content Area related networks. Additionally, there is an on-site UFT Teacher Center specialist who provides professional development within an embedded model. Staff members receive in class-support and can participate in consultations and study groups to hone their teaching craft and explore Inquiry, the Common Core Standards, and Curriculum Mapping. Teachers have received per session funds for their participation.

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

The teacher-mentoring program will be provided by the UFT Teacher Center Specialist, and will be tailored to the new teachers' professional needs. These will be elicited through conversation, visiting teacher's classrooms, and, at times, specific feedback surveys. . The addressing of their professional needs may include demonstration lessons, in-class assistance, collaborative teaching, intravisitations, intervisitations, and resource gathering. The teachers may elect to attend outside training in areas related to their teaching. Further, these teachers may meet with their mentors from Brooklyn College.

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

The principal sends out a weekly newsletter and the parent coordinator sends out regular letters to families that translated into Spanish.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.) #7
2. Please describe the services you are planning to provide to the STH population.

We provide clothing, food, school supplies, transportation and assistance with payments for trips and other extracurricular activities.

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:	EBC High School for Public Service–Bushwick					
District:	32	DBN:	32K545	School		333200011545

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:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		82.2	83.4	81.4
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	174	171	127				
Grade 10	178	178	165				
Grade 11	162	174	180				
Grade 12	184	186	202				
Ungraded	1	1	1				
Total	699	710	675				

Student Stability - % of Enrollment:			
(As of June 30)	2007-08	2008-09	2009-10
	96.2	96.5	97.6

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11
	82.1	93.1	91.0

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
	4	143	16

Recent Immigrants - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
	17	25	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	33	37	28	Principal Suspensions	18	57	57
# in Collaborative Team Teaching (CTT) Classes	16	26	39	Superintendent Suspensions	14	5	6
Number all others	19	9	13				

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	47	43	50
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	13	17	10
# receiving ESL services only	72	100	TBD	Number of Educational Paraprofessionals	3	2	6
# ELLs with IEPs	12	25	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
	13	6	36	% fully licensed & permanently assigned to this school	100.0	100.0	91.7
				% more than 2 years teaching in this school	62.5	77.3	76.0
				% more than 5 years teaching anywhere	52.1	54.5	72.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	75.0	82.0	86.0
American Indian or Alaska Native	0.1	0.3	0.4	% core classes taught by "highly qualified" teachers	83.8	85.5	79.4
Black or African American	11.7	11.0	9.3				
Hispanic or Latino	84.3	86.2	87.9				
Asian or Native Hawaiian/Other Pacific	1.0	1.3	1.5				
White	0.7	0.8	0.9				
Male	49.8	50.3	52.6				
Female	50.2	49.7	47.4				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

	Phase			Category		
	In Good	Improvement	Corrective Action	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:	X
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				X	v	v	66
Ethnicity							

American Indian or Alaska Native						
Black or African American				-	-	-
Hispanic or Latino				X	v	
Asian or Native Hawaiian/Other Pacific Islander				-	-	-
White				-	-	-
Multiracial				-	-	-
Students with Disabilities				-	-	-
Limited English Proficient				-	-	-
Economically Disadvantaged				vsh	v	
Student groups making				1	3	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C	Overall Evaluation:	P
Overall Score:	48.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	7	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	11.4	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	30.1		
<i>(Comprises 60% of the</i>			
Additional Credit:	0		

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

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

- 1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**

PARENT INVOLVEMENT POLICY: 2010 - 2011

East Brooklyn Congregations High School for Public Service: Bushwick originated from the grassroots organizing efforts of families in the Bushwick community who wanted equitable opportunities for their children’s future. Parents were one of the driving forces behind the creation of the school.

Thus, EBC’s policy for parent involvement is rooted in the enduring understanding of parents as “co-directors” of the school. Primary areas where parents demonstrate engaged activity in the school are:

- How parent involvement strategies are coordinated and integrated to engage all parents.**

Parents are encouraged to volunteer, chaperone, sit on the School Leadership Team and interact with the school parent coordinator and principal on a regular basis. An active PA and location of the parent coordinator’s office right next to the principal’s office ensures regular interaction of school administration and parents of all students.

- A paragraph that indicates that an annual evaluation of the policy by the school and Title I parents will (or has taken) place.**

The principal with the PA President and Parent Coordinator to review the policy and to decide how to allocate Title I funds for parents activities via computer trainings, graduation criteria workshops and crisis intervention management in October 2010.

- The date that the PIP was (will be) distributed.
The PIP will be distributed to all parents on February 2011.**
- ❖ An active Parent Association with elected and participating officers and members who meet regularly to discuss the school culture/climate and make recommendations.**
- ❖ Active Parent members on the School Leadership Team with parents attending regular SLT meetings and assisting school administration with development of the school’s goals and objectives**

- ❖ **Regular consultations of individual and/or groups of parents with the principal.**
- ❖ **Parent participation in school's extra-curricular activities as chaperones, mentors, volunteers.**
- ❖ **Parent engagement with East Brooklyn Congregations Assembly meetings for the greater Bushwick Community.**
- ❖ **The school's Parent Coordinator works collaboratively with school leadership and parents to maintain appropriate communication of essential information to the school's operation. Parents work to support Parent Coordinator around mailings, phone calls to parents before parent/teacher conferences.**

**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 type here	District 32	School Number 545	School Name EBC High School for
Principal Barnaby Spring		Assistant Principal Avi Tropper	
Coach		Coach	
Teacher/Subject Area Ms. Petroustos/ESL		Guidance Counselor type here	
Teacher/Subject Area Mr. Lombardi/ESL		Parent type here	
Teacher/Subject Area Mr. Gamboa/ESL		Parent Coordinator Ms. Trinidad	
Related Service Provider type here		Other type here	
Network Leader Jayne Godlewski		Other type here	

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	3	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	667	Total Number of ELLs	103	ELLs as Share of Total Student Population (%)	15.44%
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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.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.
- All eligible students new to the DOE are administered the HLIS during the intake process. The ESL teachers working with the parent coordinator and the pupil personnel secretary who assist with translation and communication identify eligible students during intake interviews and discussions with parents/guardians. The surveys are analyzed by the ESL department and they then meet with the students and parents to determine eligibility. The ESL department consists of 3 fully-licensed ESL teachers who make the final determination. If deemed necessary as part of this process the LAB-R exam is administered. Based on the LAB-R results eligibility for ESL placement is determined. Students are placed in appropriate ESL classes and take the NYSESLAT annually.
 - The Parent Coordinator and the Guidance staff inform all parents of the options available both at our school and city-wide. We offer only ESL, but parents are informed of their rights to other programs as well.
 - The Parent Coordinator and pupil personnel secretary provide parents with entitlement letters and track return of the letters with parent requests.
 - Our school offers ESL only. The options of ESL, Transitional Bilingual Education, Dual Language are communicated to parents in their native language via our bilingual school social worker, Parent Coordinator and pupil personnel secretary. As we offer only ESL parents are informed of the other programs that are available at other schools.
 - Fewer than 5% of our parents request Bilingual placements. Most request ESL.
 - Yes. We do not have 20 or more parent requests for any other model other than ESL in two contiguous grades.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										4	4	2	3	13
Push-In										1	1	1		3
Total	0	0	0	0	0	0	0	0	0	5	5	3	3	16

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	103	Newcomers (ELLs receiving	22
		Special Education	18

		service 0-3 years)			
SIFE	26	ELLs receiving service 4-6 years	15	Long-Term (completed 6 years)	40

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	22	7	5	15	17	3	40	2	10	77
Total	22	7	5	15	17	3	40	2	10	77

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

C. Home Language Breakdown and ELL Programs

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

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

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																
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	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										28	30	19	21	98
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian										1	2	0	1	4
French										1				1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	30	32	19	22	103

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 is delivered in ESL classes. We have and-alone classes which are created by student NYSESLAT performance level and grade level. These classes are taught by fully licensed ESL teachers. One teacher specializes in working with Beginner students (as determined by most recent NYSESLAT), one specializes in working with Intermediate students (as determined by most recent NYSESLAT), and one specializes in working with Advanced students (as determined by most recent NYSESLAT). ELA teachers push-in to these ESL classes to provide additional literacy supports and activities. We also have team teaching with a licensed ESL instructor and a licensed content area instructor. The focus in the team taught classes is social studies which we have identified through analysis of the data as a high-need area for our ELLs. We are also providing each ESL student with an appropriate grade-level class in which an ESL teacher pushes-in to provide ESL supports as the students build their English Language skills. Finally Newcomer and SIFE students are provided with small group instruction featuring extensive native language support via our foreign language teacher and additional instruction with an ESL teacher.

2. All beginners are provide with a minimum of 540 minutes a week of ESL instruction, all intermediate students are provided with a minimum of 360 minutes and all advanced students are provided with a minimum of 180 minutes. Additionally all students are scheduled for an ELA class which more than meets the requiriement of 180 minutes of ELA instruction for Advanced students. Organizing staff along team teaching and stand-alone classes ensures that all mandates are met.

3. ESL teachers focus on building student specific content knowledge and literacy skills along with general literacy strategies in fluency, vocabulary, and comprehension. A mix of instructional strategies is used including graphic organizers, use of native languages in brainstorming and defining words, use of cognates. Teachers also use Achieve 3000 and track student performance gains. In math and science teachers use a variety of vocabulary building games and excercises to ensure student grasp of content specific vocabulary. Each content area has developed a list of crucial vocabulary for the content and heavy emphasis is placed on these terms via instruction and regular assessment.

4. Students are provided with additional language support in their native tongue in our foreign language department. A class specifically focused on the needs of beginners is taught by our most experienced ESL teacher to help move those students. An assistant is also in the classroom to provided targeted assistance and supports. Students are also provided with support in content areas language skills to help move them into content area courses and graduation at a faster pace. Achieve 3000 reading program reads articles to students, dictation, have listening segments to lessons, use of cloze activities, linguistically heterogeneous groups that require students to speak and listen in English. Achieve 3000 leveled readings, read aloud, shared reading, leveled libraries, comprehension strategies, Modeling, scaffolding, shared writing, guided writing, journaling, peer editing, conventions, grammar.

Work closely with paraprofessionals, design more hands-on activities, one-on-one instruction, maximizing SPED and ESL support.

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

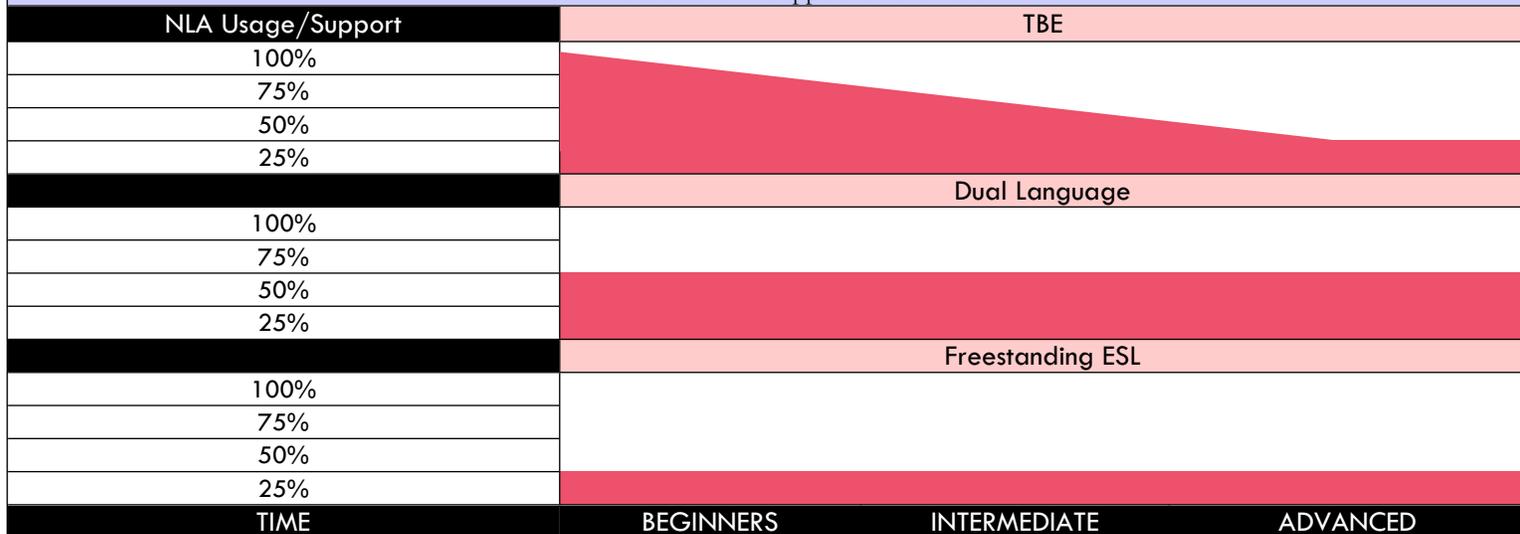
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes 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. We offer Team taught Global and American History classes which have been identified as the highest need content areas for our students. See above for description of content area vocabulary focus for ELL students.

6. They are provided with testing accommodations as well as focused literacy work in ELA classes for two years post their testing proficient on the NYSESLAT. School-wide we are focusing on vocabulary and reading comprehension benefiting all students.

7. We will be implementing more team teaching classes to better support students in content areas and to increase credit accumulation for our ELL students.

8. N/A

9. ELLs have full access to all programs.

10. Achieve 3000, computer literacy courses

11. Native language is used in brainstorming, translation, targeted definitions and cognate instruction. Frequency of these techniques varies with student need and NYSESLAT level.

12. Yes

13. We have a summer bridge program and El Puente a school partner provides programs

14. Spanish

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

- Teachers are provided with PD from the New York City Writing Project at Lehman College. Achieve 3000 training is also provided three times a year. Additionally teachers attend ESL training session provided by the network. The principal, assistant principals, and teachers regularly attend these professional development seminars. Achieve 3000 training is given to all teachers working with ESL students.
- All students have an advisory class. Freshmen advisories help assist with the transition. Additionally a Summer Bridge Program is provided. For seniors the advisors working closely with Guidance provide support in the college application and readiness process.
- All staff receives PD from the New York City Writing Project as well as Achieve 3000 with a focus on teaching literacy skills and provided specific supports for ELLs.

E. Parental Involvement

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

- Parents are deeply involved. Some opportunities for involvement include an active Parents' Association, grade meetings every semester during which parents are given the opportunity to meet in the evening with the teachers in a grade, the guidance counselor and the administrators. Parents work closely with the parent coordinator in communicating with and providing information to other parents.
- Yes. There are ESL classes in the evenings that are offered via CBOs to the parents.
- Via communication at the meetings above and in discussions with the parent coordinator.
- They are provided with information about the programs at the school, we use Skedula, an online grading system to which all parents have been provided an access code, and there are regular phone calls and meeting with parents coordinated by the guidance staff and the parent coordinator.

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)										8	2	2	2	14
Intermediate(I)										7	16	3	6	32
Advanced (A)										14	10	11	4	39
Total	0	0	0	0	0	0	0	0	0	29	28	16	12	85

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										5	0	1	1
	I										2	2	1	3
	A										4	6	2	2
	P										18	20	12	6
READING/ WRITING	B										6	2	2	2
	I										9	15	3	6
	A										13	9	11	4

	P										1	1	0	0
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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	18		4	
Math <u>Algebra</u>	47		10	
Math				
Biology				
Chemistry	2		0	
Earth Science	2		1	
Living Environment	36		7	
Physics	-			
Global History and Geography	34		5	
US History and Government	16		1	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

1. Teachers develop assessments to identify student needs around phonemic awareness, phonics, fluency, vocabulary, comprehension, spelling, and grammar. They use these assessments to target student needs. They also use Achieve 3000 and the progress data from that program. We are also putting into place standardized interim assessments aligned to the NYSESLAT as of Spring 2011.
2. Students are not testing proficient on a fast enough time-line.
3. We will focus on reading and especially writing as per instructional approaches described in sections above.
4.
 - a. We do not have access to native language test results as currently our data systems do not break down the tests at that level. We are putting systems into place as of January 2011.
 - b. We will be analyzing the results during Wednesday staff meetings and at ESL department meetings. Outcomes will be shared with content area teachers as well.
 - c. Data will be collected in Spring 2011 during the testing cycle.
5. N/A
6. We will be looking for rapid movement between NYSESLAT levels (to be supported by stand-alone ESL classes) as well as increases in content area Regents pass rates (to be supported by team taught classes with a content area and ESL teacher).

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.

Note that all communication to parents is regularly translated into Spanish through our Parent Coordinator. Additionally regularly scheduled PTA and parent information sessions take place in both English and Spanish.

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		