



**EAST BROOKLYN COMMUNITY HIGH SCHOOL**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 18K673**

**ADDRESS: 965 EAST 107<sup>TH</sup> ST. BROOKLYN, NY**

**TELEPHONE: 718-688-6450**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 18K673      **SCHOOL NAME:** East Brooklyn Community High School

**SCHOOL ADDRESS:** 965 East 107<sup>th</sup> St. Brooklyn, NY 11236

**SCHOOL TELEPHONE:** 718-688-6450      **FAX:** 718-688-6451

**SCHOOL CONTACT PERSON:** Patrick McGillicuddy      **EMAIL ADDRESS:** PMCGILL@  
SCHOOLS.NYC.  
GOV

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Cristen Van Vleet

**PRINCIPAL:** Patrick McGillicuddy

**UFT CHAPTER LEADER:** David Donner

**PARENTS' ASSOCIATION PRESIDENT:** Sabine Bouchotte

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* Jerome Ralph

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 18      **CHILDREN FIRST NETWORK (CFN):** New Visions

**NETWORK LEADER:** Derek Smith

**SUPERINTENDENT:** Aimee Horowitz

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

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

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

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

| Name                | Position and Constituent Group Represented   | Signature |
|---------------------|--|-----------|
| Patrick McGilicuddy | *Principal or Designee   |           |
| David Donner        | *UFT Chapter Chairperson or Designee   |           |
| Sabine Bouchotte    | *PA/PTA President or Designated Co-President   |           |
|                     | Title I Parent Representative<br><i>(suggested, for Title I schools)</i>   |           |
| Ben Berger          | DC 37 Representative, if applicable  |           |
| Jerome Ralph        | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |           |
| Cristen Van Vleet   | CBO Representative, if applicable  |           |
| Madina Middleton    | Member/Student   |           |
|                     | Member/  |           |

(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.

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East Brooklyn Community High School is a transfer school serving students between the ages 16-20 who have chosen to reengage in high school after having previously dropped out of school or become excessively truant. Our school is a Good Shepherd Services (GSS) model Transfer School, and was opened in September 2009 as a partnership between the Department of Education and SCO Family of Services.

The following are features specific to our school:

**SCO Family of Services:** The school is co-led by a Department of Education principal and a SCO Director. This shared leadership enables us to provide a holistic education that addresses the academic and social/emotional needs of our students. A team of 8 Advocate Counselors (AC), each with a caseload of 25 students, works with students and families from the moment they are admitted in order to establish goals, outline academic and behavioral expectations, create a plan for graduation, and develop a relationship with the family. These ACs lead advisory groups that meet twice a week and hold individual counseling sessions with students on their caseload.

**Intensive Attendance Outreach:** SCO Advocate Counselors collect daily attendance information and reach out to students and families. Once a student has been absent for a number of days without contact, a home visit is conducted to establish reason for absence and/or create interventions for student.

**Learning to Work (LTW) Program:** Operated by SCO, our Internship Coordinator establishes appropriate work sites, facilitates internships, teaches job readiness and employability skills, and follows student skill development at the site.

**Outcome Based Grading:** In order to help students understand grades and be transparent about our expectations, we have implemented an outcome based grading system. Each class has ten outcomes that outline the academic skills and content that student must demonstrate mastery in. Students are given multiple opportunities to create pieces of evidence that demonstrates their skills. Students are given biweekly progress reports that show their progress in achieving the outcomes.

**Izone Blended Learning.** We were selected to be part of the Izone blended learning initiative. This year 1/3 of students' school day involves on-line learning. Students have access to laptops through out the school day and teachers are infusing technology into their classroom in order to create more asynchornous learning experiences, connect classes to

the outside world, and prepare students for the technology they will be using in college and work.

**Instructional Approach:** Our approach includes a rigorous academic program; focusing on the use of Bloom's Taxonomy as a teaching and assessment tool; the teaching of Learning Strategies for skills development, and the use of the Workshop Model for lesson development. Teachers in every discipline work to teach students not merely content, but the critical thinking skills they will need to be successful in college.

**Accelerated Credit Accumulation:** A 3-cycle structure (with the possibility of summer school) from Sept-December, December-March, and March-June creates opportunity for students to earn a minimum of 15-18 credits per year.

## **SECTION III – Cont’d**

### **Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

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## 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?

Our school opened last year and, throughout our first year, we saw success in the day-to-day experiences of students. At this point, we do not have long-term data that represents trends or patterns for our school, but we have begun to look at some qualitative and quantitative data to identify our school successes and challenges in the first year.

One of our primary means for analyzing student performance is our Regents results. In January, we administered our first Regents and this June we had 87 students sit for one or more Regents. Because we have students who have traditionally been disengaged from school and often have little to no experience with the Regents, due to excessive absences, we sat students not merely in the hopes they would pass, but also to give them an opportunity to participate in high stakes, state-wide testing. The following is a breakdown of our January and June Regents.

### January 2010

| US History (25)   | Global (19)       | ELA (15)          | Math (11)         | Science (15)      |
|-------------------|-------------------|-------------------|-------------------|-------------------|
| Passing Rates     |
| 0 - 54 = 17 (68%) | 0 - 54 = 13 (13%) | 0 - 54 = 2 (20%)  | 0 - 54 = 1 (9%)   | 0 - 54 = 1 (6%)   |
| 55 - 64 = 7 (28%) | 55 - 64 = 4 (21%) | 55 - 64 = 6 (40%) | 55 - 64 = 2 (18%) | 55 - 64 = 2 (13%) |
| 65 - 74 = 1 (4%)  | 65 - 74 = 0 (0%)  | 65 - 74 = 4 (27%) | 65 - 74 = 7 (64%) | 65 - 74 = 7 (47%) |
| 75+ = 0(0%)       | 75+ = 2 (11%)     | 75+ = 2 (13%)     | 75+ = 1 (9%)      | 75+ = 5 (33%)     |

### June 2010

| US History (43)    | Global (38)        | ELA (42)           | Math (30)          | Science (25)       |
|--------------------|--------------------|--------------------|--------------------|--------------------|
| Passing Rates      |
| 0 - 54 = 17 (40%)  | 0 - 54 = 22 (58%)  | 0 - 54 = 10 (24%)  | 0 - 54 = 8 (27%)   | 0 - 54 = 2 (8%)    |
| 55 - 64 = 6 (14%)  | 55 - 64 = 11 (29%) | 55 - 64 = 8 (19%)  | 55 - 64 = 11 (37%) | 55 - 64 = 8 (32%)  |
| 65 - 74 = 14 (33%) | 65 - 74 = 4 (11%)  | 65 - 74 = 12 (29%) | 65 - 74 = 11 (37%) | 65 - 74 = 11 (44%) |
| 75+ = 6 (14%)      | 75+ = 1 (3%)       | 75+ = 12 (29%)     | 75+ = 0 (0%)       | 75+ = 4 (16%)      |

These results reflect a significant improvement from the January Regents in Global Studies, US, and ELA. After the January Regents, each department did an item analysis of their exam to assess how curriculum and teaching strategies needed to be adjusted in order to address the areas on the exam where students were unsuccessful. The principal and instructional coach followed up the item analysis with classroom observations to see teachers' progress in adjusting their curriculum and teaching strategies. In the scoring period following the June Regents, teachers conducted another item analysis and we used this data to reshape our courses this summer.

### **Accomplishments**

In addition to utilizing Regents data to assess student growth, our school has implemented an alternative grading system to assess student growth. Outcome Based Grading has been one of our most successful school structures that we put in place last year. Rather than numerical grades, students receive feedback on the content and skills that are being covered in each class. Each class covers 10 outcomes and in order for students to earn a credit in the course they must meet the standard for at least 70% of the outcomes. Every two weeks students receive progress reports that list the outcomes that have been covered in class so far and tell students whether they are meeting standards (M), exceeding standards (E), or not yet meeting standards (N). For each Outcome there is a rubric that outlines what students need to do to meet or exceed the standards, and students need to have at least three pieces of evidence that demonstrate that they are meeting the standard for each outcome. On our internal student surveys, students identified Outcome Based Grading as one of the most meaningful school wide practices.

One of the major benefits of this grading system is that it makes expectations very transparent to students. Students can clearly identify the skills they have demonstrated and the ones they need to work on. In addition, since students have the entire trimester to prove they have mastered the material, they feel empowered to make up work. At the end of trimester one and two we had about 15-20 students working beyond the end of the term to make up outcomes. We also had a significant number of students about 20 on average staying afterschool on Tuesdays and Thursday for small group instruction to work on making up outcomes. Since we are working with students who are traditionally disengaged, this has been a major success of outcome based grading. In addition, teachers are able to use outcomes to identify individual student weaknesses. We have begun to use this data in our inquiry process to identify student weaknesses and develop school wide intervention strategies to address them.

In addition to outcome based grading, another of our school's successes has been credit accumulation. School leaders decided prior to the opening of the school last September to focus on students who were extremely under-credited (under 10 credits) and 16 – 18 years old. In September 2009, 38% of our incoming class had fewer than 10 credits and were not attending school on a regular basis. Re-engaging those students has been particularly important to us this past year, especially because those students may not have completed high school without a change. Last year, our average student has accumulated 4.1 credits for cycle 1 & 2.

Another success of our year was cultivating a collaborative and reflective teaching staff who are committed to our school. While new schools traditionally see high rates of teacher turnover, our school has had no teacher turnover after our first year, reflecting that our teachers feel involved and supported in our school. Our average teacher attendance was 98.25% reflecting a commitment to the school that is significantly above city averages. On the Rise Teacher survey with 100% response rate the average score on questions about Professional Development was 4.5 out of a possible 5.0. We also had a 100% response rate on our environmental survey and once we have the results I think we will have further evidence of our success in implementing professional development that is relevant and meaningful to our staff. In addition, we have gotten very positive feedback from our RISE surveys and from the teacher interviews in our SQRs. We have implemented Critical Friends Groups, and

teachers have spent three periods per week either meeting with one another to discuss Inquiry work, observing one another's classes, or examining and discussing student work.

Finally, in order to reengage students in school, we implemented several programs to make them more invested in our school community. Perhaps the most successful has been our Learning to Work program. This program currently has 55 job opportunities for students. Students have had the opportunity to get real work experience at work sites such as after-school programs, businesses, musicians, and other social service agencies. In addition, we have had an active Student Leadership Committee that was created this past year, consisting of two teachers, two Advocate Counselors, and 13 students. They have planned and participated in a number of events at school this past year including community meetings, parent conferences, staff recruitment, community celebrations, recycling, etc. Student leadership helped to foster an afterschool culture at our school. Beyond this group of students we had on average 30 students staying afterschool to participate in our staff meetings and professional development, working as student interns in the library, science lab, music studio, and computer lab. This is significant for a student body whose past experiences in school involved cutting out skipping school and rarely ever being involved in extra curricular activities or staying beyond the regular school day.

### **Barriers**

As a transfer school, one of our challenges has been in maintaining attendance. Our average attendance for last year up until June 30 was 75%. In order to qualify for our school, students need to have been absent at least 25 days in the previous school year, so we are working with a population of students for whom regular attendance is a concern. At the beginning of the first year, our attendance rate in cycle 1 was 87%; however, attendance began to decline as the year progressed. In order to counteract this effect, our staff formed an attendance committee and implemented school-wide initiatives to boost attendance. Advocate Counselors did outreach and home visits for students not attending. One barrier to students regularly attending school has been our close proximity to a violent public housing project. The majority of our students need to walk by the housing projects in order to get to our school. We have had students that were harassed, robbed, and physically attacked leaving or coming to school. We worked closely with the 69th precinct and the SSA to establish a greater police presence around the school during dismissal. We also have our leadership staff and advocate counselors exit with our students during dismissal to the corner of 107th and Flatlands.

One area we want to focus on is improving our attendance in first period. Students have struggled to consistently attend their first period classes, limiting the number of credits students could accumulate. Our average attendance first period was 58%, which led to a lower percentage of credit accumulation. To counteract this, Advocate Counselors called students during the first period everyday if students were not there. In addition, our principal and director developed relationships with the local businesses students often frequent in the morning and would go to these places to hurry students to the building. First period attendance is still a serious challenge for us and one we plan to work on in the coming school year by implementing online courses in the morning.

### **Aids**

While we still have many areas to continue to improve upon, overall we feel our school has been very successful throughout our first year. One of the greatest aids to our success have been our work with the CUE/Redesign. We have had a coach come in and work with staff one day a week from the CUE. In addition, our teachers participated in 6 weekend trainings last year run through the CUE on how to incorporate the Framework for Effective Instruction across the curriculum. These workshops discussed Blooms Taxonomy, the literacy strategies, sheltered instruction, and metacognition. We intend to continue working with the CUE/Redesign, participating in their workshops and continuing to have our coach work with teachers to improve their instruction.

## 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.

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From our comprehensive needs assessment, we have found that as a school we need to work on finding ways to engage students in a challenging curriculum, thereby increasing attendance and helping students become involved with a college-oriented school culture. We have chosen five goals that we feel will help prepare our students better. As a staff, we have utilized our innovative outcome based grading system to assess students' strengths and weaknesses. However, teachers want to have more concrete data to measure student growth. To build upon the success of outcome based grading, we want to focus on periodic assessments. While we have anecdotally seen the success from outcome based grading, we want to have more quantitative data to utilize in our inquiry groups and to measure student growth. In addition, while we are proud of the work we have done within our Critical Friends Groups, this year, we feel we can best address student skill deficits by doing inquiry within our departments. By utilizing data from our periodic assessments, departments can identify weaknesses in their subject areas and develop intervention strategies.

Another of our areas we want to focus on is morning attendance and credit accumulation. As was mentioned previously, our students struggle with attendance, particularly during first period which led to a lower credit accumulation during that time. In order to counteract this, we joined the IZone and have the first period of the day dedicated to online learning opportunities. Since students can learn at their own pace in these classes, will be doing work that is at their individual instructional level, and can continue their work outside of school, we believe we will see an increase in morning attendance and credit accumulation. Because we want to help our students make up credits, we need to maximize the number of credits they earn each semester and a major piece of this is to help students earn credits in their morning periods.

Finally, one area we need to focus on is creating a college-bound culture. In our current economy, a college education is no longer a luxury but a necessity to become a competitive force in the job market. To create a more college-bound culture at EBCHS, we recognize the need to surround students with opportunities to experience college. In addition, as we have more students graduating, we need more staff dedicated to helping students navigate the often confusing college application process. Finally, we need to provide academically rigorous courses that prepare students to score a 75% or above on ELA and Math Regents. We hope to grow in these areas in the coming school year by implementing the following goals:

Goal 1: Teacher will work in department on inquiry to identify 3 areas where students struggled on the Regents and implement an intervention strategy

### **Measurable Objectives:**

- By 5/11, 90% of teachers, will demonstrate the following
  - a) Item Analysis of the June 2010 Regents and Jan 2011 Regents

- b) Identify 3 areas where students struggled and an intervention strategy to address these areas
- c) Compare samples of student work before and after the intervention was implemented to assess the interventions effectiveness

Goals 2 Develop Periodic Assessment that allow staff and students to monitor students progress in skills in Regents courses

**Measurable Objectives:**

- By 5/11, 90% of teachers teaching regents classes, will demonstrate the following
  - a) Use periodic assessment at the beginning and end of each course
  - b) Input data into a spreadsheet that is available to all staff
  - c) Department meeting agendas will include data from the periodic assessments as a tool for establishing context and measuring progress, reflected in their meeting minutes

Goal 3 Increase Credit Accumulation during morning periods

**Measurable Objectives:**

- a) Increase the first period average credit accumulation in the third trimester by 3 %
- b) Create opportunities for 100% of our students to earn credits at their own pace
- c) Implement a “credit make up policy” that targets students specific skill/content deficits in order for them to earn credit

Goal 4: Improve student preparedness for post-secondary readiness.

**Measurable Objectives:**

- Increase by 5% the number of students who attain a 75% or above on Math and ELA regents exams. In 2009-2010, the percentage of students who achieved a 75% or above in ELA was 24%, in Math 2%.
- By 7/2011, 75% graduates will complete a post secondary plan.

Goal 5: Increase parental involvement in the school

**Measurable Objective:**

- By 5/11 we will increase the number of parents that come to our school for Parent Teacher Conferences, Award nights, Counselor Meetings by 10%
- Increase the number of parents that attend PTA/SLT by 50%

**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):**

|   |  |
|---|--|
| <p><b>Annual Goal</b><br/>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>  | <p><u>Goal 1:</u> Teacher will work in department on inquiry to identify 3 areas where students struggled on the Regents and implement an intervention strategy</p> <p><b>Measurable Objectives:</b></p> <ul style="list-style-type: none"> <li>• By 5/11, 90% of teachers, will demonstrate the following             <ol style="list-style-type: none"> <li>1. Item Analysis of the June 2010 Regents and Jan 2011 Regents</li> <li>2. Identify 3 areas where students struggled and an intervention strategy to address these Areas</li> <li>3. Compare samples of student work before and after the intervention was implemented to assess the interventions effectiveness</li> </ol> </li> </ul>  |
| <p><b>Action Plan</b><br/>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p>After each Regents, teachers will conduct their own item analysis and we will input data into New Visions Knowledge Base item analysis tool.</p> <p>After each Regents, teacher</p> <ul style="list-style-type: none"> <li>○ analyze the New Visions and in house item analyses</li> <li>○ Revise outcomes from 2009-2010 based on their analysis</li> </ul> <p>Throughout the school year department will implement the following plan</p> <ul style="list-style-type: none"> <li>○ Identify 3 areas/skills where students struggle the most</li> <li>○ Collect student work and observe classes for the targeted skills</li> <li>○ Identify Intervention strategy</li> <li>○ Evaluate the effectiveness of the intervention strategy</li> <li>○ Revise intervention strategy</li> </ul> |

|   |   |
|---|---|
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <ul style="list-style-type: none"> <li>• Creation of a lead-teacher position funded through Fair Student Funding</li> <li>• Eliminating teaching during the Elective period, allowing for teachers to meet and collaborative on curricula within and across subject areas, data collection &amp; analysis, as well as lesson modeling and reflection. This entails hiring several teaching artists. (Contract for Excellence, Title 1 Targeted Assistance, Title 1 ARRA)</li> <li>• After-school Professional Development is funded through (Fair Student Funding, One Time Allocation, Title 1 ARRA)</li> <li>• New Visions Data Team (Tax Levy)</li> <li>• CUE instructional coach (Contract for Excellence &amp; Title 1)</li> </ul> |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>                       | <ul style="list-style-type: none"> <li>• After each Regents school will have collected Item Analysis for each regents</li> <li>• Attending Department meetings and maintaining agendas and minutes for these.</li> <li>• At the end of each cycle the Departments will share out their finding at all staff meetings</li> </ul>   |

**Subject/Area (where relevant):**

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|  |  |
|--|--|
| <p><b>Annual Goal</b><br/><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>  | <p><u>Goals 2</u> Develop Periodic Assessment that allow staff and students to monitor students progress in skills in Regents courses</p> <p><b>Measurable Objectives:</b></p> <ul style="list-style-type: none"> <li>• By 5/11, 90% of teachers, will demonstrate the following <ol style="list-style-type: none"> <li>1. Use periodic assessment at the beginning and end of each course.</li> <li>2. Input data into a spreadsheet that is available to all staff.</li> <li>3. By 12/10, all department meeting agendas will include data from the periodic assessments as a tool for establishing context and measuring progress, reflected in their meeting minutes.</li> </ol> </li> </ul> |
| <p><b>Action Plan</b><br/><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p>In November, we will have created a shared database in which to enter student scores on periodic assessments, broken down by skills.</p> <p>At the beginning of trimester 3, teachers will:</p> <ul style="list-style-type: none"> <li>• Work within their departments to create one periodic assessment aligned to Regents item analyses.</li> <li>• Administer the periodic assessment and conduct an item analysis.</li> </ul>   |

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>• Enter student scores into a shared database.</li> </ul> <p>At the end of trimester 2 &amp; 3, teachers will:</p> <ul style="list-style-type: none"> <li>• Will meet with students to discuss the results of their periodic assessments. When needed, will work to come up specific action based plans to address individual student’s needs.</li> </ul> <p>By the start of the third trimester departments will:</p> <ul style="list-style-type: none"> <li>• Meet to discuss data from periodic assessments.</li> <li>• Revise outcomes and course content to address class-wide weaknesses.</li> </ul>   |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <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> | <ul style="list-style-type: none"> <li>• Eliminating teaching during the Elective period, allowing for teachers to meet and collaborative on curricula within and across subject areas, data collection &amp; analysis, as well as lesson modeling and reflection. This entails hiring several teaching artists. (Contract for Excellence, Title 1 Targeted Assistance, Title 1 ARRA)</li> <li>• After-school Professional Development (Fair Student Funding, One Time Allocation Title 1 ARRA, )</li> <li>• New Visions Data Team (Tax Levy)</li> <li>• CUE instructional coach (Contract for Excellence, Title 1, Title 1 ARRA)</li> <li>• New Visions assistance with Inquiry (Veronica Urik)</li> </ul> |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>   | <p>By September, we will have a shared database tracking assessments of all students.</p> <p>At the end of second and third trimester (November, March, and June), teachers will have given a periodic assessment to students in all Regents classes. Teachers will discuss the results at department and staff meetings and input the results into the shared spreadsheet.</p> <p>At the end of second and third trimester students will be given a report summarizing their individual assessment results. Students will review these with their counselors and teachers.</p>   |

**Subject/Area (where relevant):** Instructional/ Professional Development

|   |  |
|---|--|
| <p><b>Annual Goal</b><br/><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p><u>Goal 3</u> Increase Credit Accumulation during first periods<br/><b>Measurable Objectives:</b></p> <p>d) Increase the first period average credit accumulation in the third trimester by 3 %</p> |
|---|--|

|   |  |
|---|--|
|   | <ol style="list-style-type: none"> <li>1. Create opportunities for 100% of our students to earn credits at their own pace</li> <li>2. Implement a “credit make up policy” that targets students specific skill/content deficits in order for them to earn credit</li> </ol>  |
| <p><b>Action Plan</b><br/> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <ol style="list-style-type: none"> <li>1. Joined the Izone Blended School initiative</li> <li>2. Hired School Computer Technology Specialist a full time technology support staff member</li> <li>3. Teachers develop or redesign Compass on-line courses over the summer</li> <li>4. Set up inter-visitations at the two other transfer schools that are taking part in the IZone blended school initiative.</li> <li>5. As a department create assessments to identify students’ skill deficits &amp; target these skills in morning credit recovery.</li> </ol> |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (CAE) allocations, where applicable.</i></p>               | <ul style="list-style-type: none"> <li>• Full time school computer tech specialist (Fair Student Funding-34,563)</li> <li>• After-school Professional Development (Fair Student Funding, One Time Allocation, Title 1 ARRA,)</li> </ul>  |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>                                    | <ol style="list-style-type: none"> <li>1. Number of students earning a credit prior to the end of a cycle</li> <li>2. Amount of time student spend on course outside of school</li> </ol>  |

**Subject/Area (where relevant):** \_\_\_\_\_

|  |   |
|--|---|
| <p><b>Annual Goal</b><br/> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p><u>Goal 4:</u> Improve student preparedness for post-secondary readiness.<br/> <b>Measurable Objectives:</b></p> <ul style="list-style-type: none"> <li>• Increase by 5% the number of students who attain a 75% or above on Math and ELA regents exams. In 2009-2010, the percentage of students who achieved a 75% or above in ELA was 24%, in Math 2%.</li> <li>• By 7/2011, 75% graduates will complete a post secondary plan</li> </ul> |
|--|---|

|  |   |
|--|---|
| <p><b>Action Plan</b><br/> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>  | <p>In August, our college counselor will develop a schedule of college visits throughout the year.</p> <p>Throughout the school year Advocate Counselors will:</p> <ul style="list-style-type: none"> <li>• Meet with 90% of students to develop a post-secondary plan.</li> </ul> <p>Teachers in the ELA and Math departments will:</p> <ul style="list-style-type: none"> <li>• Utilize our Regents analysis to revise courses to reflect the content needed to achieve a 75 or above on a Regents.</li> <li>• Redesign outcomes to reflect high expectations.</li> </ul> <p>In January and June, students who are on track to graduate in the next year but have not obtained a 75% or higher on the Math or ELA Regents will sit for the Regents again.</p> |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/> <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> | <ul style="list-style-type: none"> <li>• Full-time college counselor who will work with our guidance counselor</li> <li>• CUE coach</li> <li>• Eliminating teaching during the Elective period, allowing for teachers to meet and collaborative on curricula within and across subject areas, data collection &amp; analysis, as well as lesson modeling and reflection. This entails hiring several teaching artists. (Contract for Excellence, Title 1 Targeted Assistance Title 1 ARRA)</li> </ul>   |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>   | <p>By September, our Guidance Counselor and college counselor will have collaboratively created a post-secondary plan template to be utilized by advocate counselors and students.</p> <p>In January, 80% of students who are on track to graduate by June 2010 and have no achieved a 75% or above will retake the ELA and Math Regents.</p>   |

**Subject/Area (where relevant):** Instructional/ Professional Development

|  |   |
|--|---|
| <p><b>Annual Goal</b><br/> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p><u>Goal 5:</u> Increase parental involvement in the school</p> <p><b>Measurable Objective:</b></p> <ul style="list-style-type: none"> <li>• By 5/11 we will increase the number of parents that come to our school for Parent Teacher Conferences, Award nights, Counselor Meetings by 10%</li> <li>• Increase the number of parents that attend PTA/SLT by 50%</li> </ul> |
|--|---|

|   |  |
|---|--|
| <p><b>Action Plan</b><br/> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <ol style="list-style-type: none"> <li>1. Review and analyze trends from the Learning Environment Survey with the Cabinet and partner, Good Shepherd Services, results to identify target areas for intervention.</li> <li>2. Hold one Parent Teacher conferences each trimester that include an award ceremonies and student performances</li> <li>3. Make staff aware of the new parent teacher conference plan and ask classes to prepare students to present work (particularly the period 6 elective classes)</li> <li>4. Include the PTA in the planning of the Parent Teacher Conferences</li> <li>5. Provide consistent and updated information to parents around credit accumulation and graduation requirements for their son/daughter.</li> <li>6. Increased transparency with parents around academic and social/emotional goals. Provide parents with access to Powerschools</li> <li>7. Engaging parents in the process of supporting their son/daughter in achieving academic and social/emotional goals through one on one meetings with families of students who are in danger of not meeting goals.</li> </ol> |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/> <i>Include reference to the use of Contracts for Excellence (CAE) allocations, where applicable.</i></p>          | <ul style="list-style-type: none"> <li>• Title I Parent Involvement Funds are used to support these initiatives</li> <li>• Title I SWP funds are utilized to support our partnership with SCO Family of Services to help support communication and community building with families. The Advocate Counselors maintain daily communication with families</li> </ul>   |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>                                    | <p>.</p> <ol style="list-style-type: none"> <li>1. Increase in the number of events co-facilitated or co-planned with parents</li> <li>2. Increased participation rate in parent response to Learning Environment Survey.</li> </ol>   |



## **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:<br>Guidance<br>Counselor | At-risk Services:<br>School<br>Psychologist | At-risk Services:<br>Social Worker | At-risk<br>Health-related<br>Services |
|-------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--|---|------------------------------------|---------------------------------------|
|       | # of Students<br>Receiving AIS             | # of Students<br>Receiving AIS              | # of Students<br>Receiving AIS     | # of Students<br>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     | 2                              | 8                              | 3                              | 2                              |  |   |                                    |                                       |
| 10    | 13                             | 7                              | 8                              | 4                              |  |   |                                    |                                       |
| 11    | 4                              | 4                              | 6                              | 4                              |  |   |                                    |                                       |
| 12    | 0                              | 3                              | 1                              | 1                              |  |   |                                    |                                       |

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

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

**Part B. Description of Academic Intervention Services**

|   |  |
|---|--|
| <p>Name of Academic Intervention Services (AIS)</p>                 | <p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>  |
| <p><b>ELA:</b></p>  | <p>Small Group Instruction where teachers work with students on the areas that have been identified in our bi-weekly assessments and outcome based grading reports. These groups meet twice a week for 75 minutes each. Our ELA department also has intensive Reader Seminar Classes for students identified as struggling with literacy. These class sizes are a maximum of 10 students. The small class environment is particularly helpful in allowing teachers to give students individualized attention and academic support.</p> |
| <p><b>Mathematics:</b></p>  | <p>Small Group Instruction where teachers work with students on the areas that have been identified in our bi-weekly assessments and outcome based grading reports. These groups meet twice a week for 75 minutes each. In addition, the Math Department offers a co-taught Algebra class for struggling students. Having a math and special education teacher in the class allows teachers to differentiate and give students who struggle the most the academic support they need.</p>   |
| <p><b>Science:</b></p>  | <p>Small Group Instruction where teachers work with students on the areas that have been identified in our bi-weekly assessments and outcome based grading reports. These groups meet twice a week for 75 minutes each.</p>  |
| <p><b>Social Studies:</b></p>                                       | <p>Small Group Instruction where teachers work with students on the areas that have been identified in our bi-weekly assessments and outcome based grading reports. These groups meet twice a week for 75 minutes each.</p>  |
| <p><b>At-risk Services Provided by the Guidance Counselor:</b></p>  | <p>Our Guidance counselor works with our CBO partner (SCO Family of Services) to support their counseling work by providing college/ career/goals setting counseling and wellness/health counseling. These meeting occur twice a week for 40 minutes each.</p>   |
| <p><b>At-risk Services Provided by the School Psychologist:</b></p> | <p>When needed, we have a rotating school psychologist that evaluates students and determines the services they need.</p>  |
| <p><b>At-risk Services Provided by the Social Worker:</b></p>       | <p>Our CBO has a team of 8 counselor and social workers that provide group counseling, individual counseling, attendance outreach, and goal setting.</p>   |

**At-risk Health-related Services:**

Our Guidance counselor works with our CBO partner (SCO Family of Services) to support their counseling work by providing wellness/health counseling.

**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.

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**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: \_\_\_\_\_ 0 \_\_\_\_\_ LEP 200 Non-LEP

Number of Teachers 17 Other Staff (Specify) 17 (SCO Staff and DOE Support Staff)

**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.

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Since we are a small school located in Canarsie with currently no LEP students, we do not have an ELL teacher. However, one of our ELA teachers is currently working obtaining her ELL license. In addition, if we were to receive any ELL students, we would work to to recruit an ELL teacher from the nearby schools. While we do not have any ELL students, we do have students for whom reading and writing is a barrier to success in the classroom. To help all of these students, we have created intensive reading and math classes that are either co-taught with a special education teacher or capped at 10 students per class to maximize attention students receive. Furthermore, all are classes are designed to incorporate the literacy strategies, which our teachers receive training on, and follow the workshop model, which maximizes the time students are working and practicing the academic skills they learn. Finally, we have several staff who are bilingual in Spanish and one staff who speaks Haitian Creole.

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

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In the summer and throughout the school year, we have had two main goals of professional development: to create a collaborative community that is therefore better able to support students and to improve instruction as measured through student performance. As a staff we have worked to create a strong partnership between SCO Family Services and the DOE teaching staff. Since teachers work with advocate counselors to address academic and emotional barriers to student success, we feel we are better able to serve the needs of all students. In addition, we have had many professional development meetings around incorporating literacy strategies into all classrooms. These strategies give struggling readers, as many ELL students are, a uniform method to access the curriculum.

All of our staff receives professional development in teaching ELLS because we believe that all of our students can benefit from this training because the majority of our students struggle with academic vocabulary as if it were a second language. As I mentioned earlier all our staff are all being trained by the Center for Urban Education (CUE) on using Blooms Taxonomy, Sheltered Instructional Model, and teaching Literacy Strategies across the curriculum. Our staff attends Saturday training sessions and we have an instructional coach that work with them weekly. Our staff also participates in Critical Friends Groups where they do peer observations, look at student work, and pursue inquiry questions that examine various issues including the needs of our students with limited English proficiency.

### Section III. Title III Budget

School: East Brooklyn Community High School \_\_\_\_\_ BEDS Code: \_\_\_\_\_

| Allocation Amount:                  |                 |   |
|-------------------------------------|-----------------|---|
| Budget Category                     | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
| Professional salaries (schools must | (e.g., \$9,978) | (Example: 200 hours of per session for ESL and General Ed   |

|  |                 |  |
|--|-----------------|--|
| <b>account for fringe benefits)</b><br><ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> </ul>   |                 | <b>teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>                     |
| <b>Purchased services</b><br><ul style="list-style-type: none"> <li>- High quality staff and curriculum development contracts.</li> </ul>  | (e.g., \$5,000) | <b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b> |
| <b>Supplies and materials</b><br><ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials. Must be clearly listed.</li> </ul> | (e.g., \$500)   | <b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>  |
| <b>Educational Software (Object Code 199)</b>  | (e.g., \$2,000) | <b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>  |
| <b>Travel</b>  |                 |  |
| <b>Other</b>   |                 |  |
| <b>TOTAL</b>   |                 |  |

### **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**

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

Before students enter our school they go through an intake process that includes an interview with the student and the parents. During this interview our staff assesses the families' language needs

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.

Based on our findings we have determined a need for Spanish and Haitian Creole translational services. These findings were informally reported to staff.

#### **Part B: Strategies and Activities**

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

We have four staff that speak Spanish, and one staff member who speaks Haitian Creole, and when needed we will reach out to the NYDOE translation services.

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

We have four staff that speak Spanish, one staff who speak Haitian Creole, and when needed we will reach out to the NYDOE translation services.

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>.

EBCHS shall provide parents whose primary language is Spanish or Haitian Creole with a translation of any document that contains individual, student-specific information regarding, but not limited to, a student's: health, safety; legal or disciplinary matters, entitlement to public education or placement in any special education, English language learner or non-standard academic program, and permission slips/consent forms.

Additionally, EBCHS shall provide parents whose primary language is Spanish or Haitian Creole with a translation of any document that contains critical information regarding their child's education, including, but not limited to: registration, application and selection, standards and performance (e.g. standard text on report cards), conduct, safety and discipline, special education and related services, and transfers and discharge.



## 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:  | 85,184        | 44,094       | 129,278 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement:   | 851.84        | 440.94       | 1292.78 |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | 4,259.20      | *            |         |
| 4. Enter the anticipated 10% set-aside for Professional Development:  | 8,518.40      | *            |         |

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: \_\_\_\_\_
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.

Assessment is an ongoing and integral component of our design. All students enrolling in EBCHS are committed to working toward earning their high school diplomas. When a student first comes to the school and is interviewed for enrollment, an initial assessment of their reading comprehension and an analysis of their school records is conducted to assist in planning his/her program. Since most of the students entering EBCHS have not had successful high school experiences, initially the process of engaging them in setting goals and expectations for themselves is critical. Many young people do not have any idea how many credits they have or what scores they have achieved on standardized tests.

To support a consumer driven model, information about achievement and progress is ongoing and readily available to students and their families through the collaborative efforts of teachers and advocate counselors. Students have regular meetings with their counselors to review their academic record and map out what they need to accomplish to earn their diploma. Before each cycle, students also meet with their counselor to express their course preferences, review how they are progressing, and determine what courses they still need to take. This continuous feedback

to, and involvement of, the students in measuring their progress helps to keep them focused and develop their sense of responsibility for their learning. We use outcome based grading so that teachers are explicit about expectations and that students are not penalized for beginning class at a lower skill level. The grades during a course are not cumulative and students have the entire trimester to demonstrate competency in the outcomes. (See Section IV.)

On a biweekly basis, teachers prepare a brief progress report for the students and the advocate counselors, which helps to address ongoing progress. These progress reports are given to students during advisory so they can meet with teachers and their advocate counselors to discuss their progress. End term report cards show grades and provide comments on achievements. These reports are also sent home to parents and followed up by phone calls to the family by the advocate counselors. Regular and consistent support and feedback help the students to gauge their own success or adjust quickly to get support to complete the course requirements

Because we are focused on creating a meaningful, accelerated academic program, we are a DYO school. Last year we have relied on aligning our outcomes to state standards and using them as a means to measure academic growth. This year, we will be working in departments to create regular, Regents-based periodic assessments. Teachers will work in departments to do an item analysis of these assessments and use this data to inform our Inquiry process and to track student progress. (See Goal 2)

We view assessment as an ongoing improvement process for all members of our learning community. As such the youth members of our school community are asked to participate in assessing the school through satisfaction surveys, process oriented feedback in small groups and community meetings, and participation in school wide committees and leadership structures. All of this data is incorporated into our school planning and continuous improvement efforts.

2. School-wide 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:
  - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
  - Help provide an enriched and accelerated curriculum.
  - Meet the educational needs of historically underserved populations.
  - 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 School-wide 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.

Last year, teachers across the curriculum were trained in the FEI model. Teachers have attended trainings on Blooms Taxonomy, the literacy strategies, and the importance of metacognition. We have implemented these strategies into all classroom, maximizing the amount of time students spend in skill-based, higher level thinking assignments. In addition, because we are trying to accelerate learning, students are encouraged to attend small group instruction after school. During this time, students can make up outcomes they may have missed in class. Because our grading system is so transparent to students, it becomes easier to motivate them and engage them in making up work.

Last year, teachers worked in Critical Friends Groups to visit their colleagues' classrooms and share ideas about curriculum and successful approaches to teaching. Time has been set aside for school staff to collectively review and discuss the progress of students through Speed Conferencing. In this fashion, they gain a more comprehensive perspective on the needs of individual students and can better modify and adapt instructional strategies. This year, we intend to continue these practices. In addition, teachers will do common planning and Inquiry work within their departments, as our number of staff grows. (See Goal 1)

This summer, we had summer school for two intensive weeks. During this time, some students engaged in project-based learning within our community and earned credits in either math, history, or English. In addition, some students worked through online classes to make up credits they missed. Through these summer opportunities, students were able to maximize the number of credits they earned this year.

This year, as part of the Izone, students spend the first 2 periods of the day engaged in online learning opportunities. During this time we have 8 teachers, including two special education teachers giving direct instruction to small groups of students. Through this flexible grouping, we are working to serve the needs of all students and target any skills they need. In addition, all students will be receiving direct instruction in small groups. This enables us to work with students at their instructional level and further remove any stigma from receiving small group directed support.

Because we operate on a trimester schedule and students are therefore accelerating their learning, we try to pull students out as infrequently as possible. Students with IEPs are served in the general education classroom, which helps them continue to accrue credits and can also help students who also have academic deficits in the general education classroom. Through advisory, students are able to focus on potential careers, conflict resolution skills, and self-esteem in a classroom setting. Overall, our goal has been and will continue to be to provide an accelerated, engaging, strenuous academic program that addresses the needs of all students.

### 3. Instruction by highly qualified staff.

All of our staff is fully licensed and permanently assigned to the school.

### 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.

Our staff are all being trained by the Center for Urban Education (CUE) on using Blooms Taxonomy, Sheltered Instructional Model, and teaching Literacy Strategies across the curriculum. Our staff attends Saturday training sessions and we have an instructional coach that work with them weekly. Our staff also participates in Critical Friends Groups where they do peer observations, look at student work, and pursue inquiry questions that examine various issues including the needs of our students with limited English proficiency.

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

In order to create interesting, engaging lessons for students, we recognize the need to have highly qualified teachers at East Brooklyn. We have partnered with New Visions and Rise to recruit highly qualified staff for our openings. In addition, we have worked to provide meaningful professional development that helps our current teachers grow as educators in the following ways.

- On the Rise Teacher survey with 100% response rate the average score on questions about Professional Development was 4.5 out of a possible 5.0, evidence of our success in implementing professional development that is relevant and meaningful to our staff.
- Title I funds and Gates Foundation money from SCO family of Services' budget have been used to hire coaches from the Center for Urban Education (CUE), Educators for Social Responsibility (ESR).
- Staff have attended eight Saturday training sessions run by CUE.
- We held a two-week summer PD for staff to build trust and develop norms for reflective/cooperative practice attended by 100% of the staff.
- All teachers were involved in a school-wide inquiry process which was facilitated with support from New Visions staff. New Vision staff commented that our inquiry process was “exemplary” in our ability to collaborate, self reflect, and focus on students gains.
- In pre- and post-observations I have suggested that teachers conduct peer observations, and teachers have discussed the feedback they have received from their CFG's.
- Three teachers nominated me for “Outstanding Support to New Teachers” an award given out by the Office of Teacher Recruitment. In their comments they all mentioned the intervisitations, CFG meetings, and one-on-one coaching and support they received
- There is evidence of teachers making progress toward achieving their individual goals as reflected in teacher observations write-ups. Because we have invested so heavily in supporting and developing our current staff, we had 100% of our teachers return this fall. This retention rate makes our school a desirable place of employment for prospective teachers, since it is evidence of staff satisfaction.

In addition, we have organized a hiring committee. This committee has hosted several hiring events. Not only have we attended New Visions and DOE recruiting events, we have held open houses when we invite prospective teachers to tour the school. These are student run and give candidates a sense of our students and school community. Furthermore, all candidates have presented mini-lessons to our students afterschool and participated in a roundtable reflection on their lessons. Through these processes we are ensuring that potential teachers can work well with our students and want be part of a reflective educational process.

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

- Have advocate counselors regularly communicate with parents regarding their child’s academic performance, and supporting the students work towards graduation; these phone conversations will occur every two weeks for every student enrolled at East Brooklyn Community High School. In addition, progress reports will be mailed to homes every two weeks.
  - Work with the school’s PTA and School Leadership team to develop strategies, implement existing plans and keep lines of communication open.
  - Facilitate monthly PTA meetings so that parent voices are heard on a regular and consistent basis.  
(See Goal 5)
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.

N/A

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.

At East Brooklyn, teachers are involved in utilizing assessments at every step of the process. We are a DYO school, so teachers are directly involved in creating periodic assessments. (See Goal 2) Teachers also conduct departmental item analyses of the Regents, giving them concrete data on the skills of the students. In addition, teachers have worked in their departments to create benchmark assessments that are based upon the Regents exams. Furthermore, all teachers are involved with our Inquiry work through their Critical Friends Groups. Assessments and using assessments to inform instruction is a critical part of our model at East Brooklyn Community H.S. (See Goal 1)

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.

As an ungraded school committed to heterogeneous grouping, the educational design has been developed to be able to meet the needs of all students. The program utilizes an inclusion model with individualized assistance and support provided by our special ed. teacher who is trained in literacy. Because of the curriculum’s strong emphasis on literacy and numeracy, our students will have extensive opportunities to develop new skills in these areas. We also utilize appropriate and innovative instructional support mechanisms to help these students through software and the Internet. Our scope and sequence includes intensive Reading Seminar classes that introduces our students that struggle the most with literacy to the reading strategies which are used by teachers in all subjects and a co-taught Intro to Algebra class for students that score the lowest on our Math diagnostic exam.

This year, our participation in the IZone project will enable us to provide support for students struggling with material. (See question 4) Since we give bimonthly progress reports, teachers are continually assessing students’ needs and providing concrete feedback to students.

Furthermore, our outcome based grading system helps teachers across multiple content areas to identify student weaknesses. (See part IV) We work to help students become proficient in the classroom and through our small group instruction after school.

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.

In keeping with our goal to prepare students for achievement in adulthood, our state-of-the-art computer technology is incorporated into the curriculum and elective course structure, as well as being used for after school and college readiness activities. Some of technology-supported activities are implemented include research for class projects; COMPAS on line courses; researching colleges and completing Financial Aid Forms and college admission materials; building senior portfolios; practicing and honing their own computer and Internet skills; and connecting to other students, schools and peers. Curriculum includes sections that are developed around specific themes and include real world applications that develop skills that students can use beyond the classroom.

East Brooklyn Community High School is run in partnership with SCO Family Services to ensure we are providing for all the needs of our students. Within the school, Advocate Counselors and our Program Facilitator work to do attendance outreach, provide counseling, and make referrals to the appropriate agencies. They provide much of the socio-emotional support our students need. SCO Family of Services has provided services in New York for more than 100 years. SCO provides intervention services related to homelessness, mental health issues, foster care, developmental disabilities, early childhood development, and family counseling. Through this partnership, students have received referrals to The Brooklyn Drop-In Center, a program run by SCO Family of Services, to assist youth with housing, counseling and other referrals. We have also helped students access The Door for legal assistance, housing assistance and GED programs. If it is determined that a GED program would better serve our students, we also have made referrals to GED Access and Kingsborough College. SCO is a critical part of our school ensuring that students have access to the appropriate federal, state, and local services.

In addition, the NYC DOE's Learn to Work initiative, brings a different, but valuable resource to the school. This program has provided our CBO (SCO Family of Services) with the resources to develop community service and employment-related internships. As part of the initiative, SCO offers activities that help students develop job-related skills such as resume-writing, interviewing and appropriate workplace behavior, and provide students who are involved in internships with structured opportunities to reflect and write about their internship experience.

## **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<br><i>(i.e., Federal, State, or Local)</i> | Program Funds Are<br>"Conceptually" <sup>1</sup> Consolidated<br>in the Schoolwide Program<br>(✓) |    |     | Amount Contributed<br>to Schoolwide Pool<br><i>(Refer to Galaxy for FY'11<br/>school allocation amounts)</i> | Check (✓) in the left column below to verify that<br>the school has met the intent and purposes <sup>2</sup> of<br>each program whose funds are consolidated.<br>Indicate page number references where a related<br>program activity has been described in this plan. |           |
|-------------------------|--|---|----|-----|--|---|-----------|
|                         |  | Yes   | No | N/A |  | Check (✓)   | Page #(s) |
| Title I, Part A (Basic) | Federal  |   |    |     |  |   |           |
| Title I, Part A (ARRA)  | Federal  |   |    |     |  |   |           |
| Title II, Part A        | Federal  |   |    |     |  |   |           |
| Title III, Part A       | Federal  |   |    |     |  |   |           |
| Title IV                | Federal  |   |    |     |  |   |           |
| IDEA                    | Federal  |   |    |     |  |   |           |
| Tax Levy                | Local  |   |    |     |  |   |           |

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS  
1954103**

**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.

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**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:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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.

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:** \_\_\_\_\_ **SURR<sup>3</sup> 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.
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.

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

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School Under Registration Review (SURR)

**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.

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



## **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>

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### **Part A: FOR TITLE I SCHOOLS**

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

6 students.

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

Individual counseling, group counseling, referrals to other services provided by our CBO (SCO Family of Services) free lunch and full fare metro cards and all other mandated services

### **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)**

# East Brooklyn Community High School

❖ Patrick McGillicuddy – Principal, IA  
❖ Cristen Van Vleet– Program Director

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## SCHOOL PARENTAL INVOLVEMENT POLICY

### PART I: GENERAL EXPECTATIONS

NOTE: Each school level Parental Involvement Policy must establish the school's expectation for parental involvement base upon the District Parental Involvement Policy. [Section 1118-Parental Involvement- (a) Local Educational Agency Policy- (2) Written Policy of ESEA]

East Brooklyn Community High School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title 1 eligible students consistent with Section 1118- Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 111- State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable,

in a language parents understand.

- The school will involve the parents of children served in Title I, Part A program(s) in decision about how the Title I, Part A funds reserved for parental involvement are spent.

The school will carry out programs, activities and procedure in accordance with this definition of parental involvement: Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- that parents play an integral role in assisting their child’s learning;
- that parents are encouraged to be actively involved in their child’s education at school;
- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- the carrying out of other activities, such as those described in Section 1118- Parent Involvement of the ESEA.

## PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLEMENT POLICY COMPONENTS

NOTE: The School Parental Involvement Policy must include a description of how the school will implement or accomplish each of the following components. [Section 1118-Parental Involvement –(a) Local Educational Agency Policy-(2) Written Policy of ESEA] This is a “sample template” as there is no required format for these descriptions. However, regardless of the format the school chooses to use, a description of each of the following components below must be included in order to satisfy statutory requirements.

East Brooklyn Community H.S. will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- Local Educational Agency Plans of the

ESEA:

- Involve parents in discussions regarding the District Parental Involvement Plan at all PTA meetings.

East Brooklyn Community H.S. will take the following actions to involve parents in the process of school review and improvement under Section 1116- Academic Assessment and Local Educational Agency and School Improvement of the ESEA:

- Parents will be interviewed as part of the school's Quality Review.
- Parent surveys will be a vital part of the School's Progress Report process.

East Brooklyn Community H.S. will take the following actions to conduct, with the involvement of parent, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- An evaluation will be conducted at 2 spring PTA meetings providing opportunity for parents to give feedback and suggestions on school improvement strategies. The survey will be the responsibility of the Program Director. The Program Director, along with members of the PTA Executive board will organize the parent feedback and present the findings to the principal for review and consideration. Parents will have the opportunity to provide feedback on topics such as: instruction, school-to-home communication, guidance services, academic intervention services and security.

East Brooklyn Community H.S. will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student

academic achievement, through the following activities specifically described below:

- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the action described in this paragraph –
  - the State’s academic content standards;
  - the State’s student academic achievement standards;
  - the State’s and local academic assessments including alternate assessments;
  - the requirements of Title I, Part A ;
  - how to utilize our online grade book Powerschools;
  - how our outcome based grading system works;
  - how to monitor their child’s progress and
  - how to work with educators.

The School will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- providing Parent workshops and courses dealing with computer training.

The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and the schools by:

- Providing teachers with professional development regarding the most effective techniques in involving parents through respectful conversations.
- Teachers and Advocate Counselors will have daily access to the phone system to communicate with the parents in an effective manner.
- Holding 3 Parent Teacher Conferences to effectively communicate a student’s progress.

The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities that support parents in more fully participating in the education of their children by:

- Involving parents in the regular activities of the school
- Involving parents in awards assemblies and three teacher conferences.

The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language to parent can understand:

- School letters are translated and ELL students are provided with native language letters of school events
- Translation services information are posted in the school lobby in the appropriate native languages

### Part III DISCRETIONARY SCHOOL PARENTAL INVOLEMENT POLICY COMPONENTS

NOTE: The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under Section 1118- Parental Involvement- (e) Building Capacity for Involvement of the ESEA:

Other activities may include:

- providing necessary technology training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers and advocate counsleors who work directly with participating children, with parents who are unable to attend those conferences at school; This is accomplished by offering guidance services to parents during evening hours.

- The school is developing appropriate roles for community-based organizations through a number of involvement activities. These activities will bring together members of the local community in order to address the needs of individual students.

East Brooklyn Community High School's CBO, SCO is already involved with the school by providing daily attendance outreach to parents of absent children, which includes phone contact, conferences and home-visits.

#### PART IV ADOPTION

Department of Education of the City of New York  
East Brooklyn Community High School

Patrick McGillicuddy, Principal

This policy was adopted by East Brooklyn on 12/01/09 and will be in effect for the period of 2009-10. The school will distribute this policy to all parents of participating Title I, Part A children on or before December 1, 2009.

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(Signature of Principal)

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(Date)



**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

|   |                                     |             |       |  |       |              |         |      |
|---|-------------------------------------|-------------|-------|--|-------|--------------|---------|------|
| <b>School Name:</b>   | EAST BROOKLYN COMMUNITY HIGH SCHOOL |             |       |  |       |              |         |      |
| <b>District:</b>  | 18                                  | <b>DBN:</b> | 18K67 | <b>School</b>  |       | 331800011673 |         |      |
| <b>DEMOGRAPHICS</b>   |                                     |             |       |  |       |              |         |      |
| Grades Served:  | Pre-K                               |             | 3     |  | 7     |              | 11      | v    |
|   | K                                   |             | 4     |  | 8     |              | 12      | v    |
|   | 1                                   |             | 5     |  | 9     | v            | Ungrade |      |
|   | 2                                   |             | 6     |  | 10    | v            |         |      |
| <b>Enrollment</b>   |                                     |             |       | <b>Attendance - % of days students attended:</b>       |       |              |         |      |
| <i>(As of October 31)</i>   | 2008-                               | 2009-       | 2010- | <i>(As of June 30)</i>                                 | 2007- | 2008-        | 2009-   |      |
| Pre-K   |                                     | 0           | 0     |  |       |              |         | NR   |
| Kindergarten  |                                     | 0           | 0     |  |       |              |         |      |
| Grade 1   |                                     | 0           | 0     | <b>Student Stability - % of Enrollment:</b>            |       |              |         |      |
| Grade 2   |                                     | 0           | 0     | <i>(As of June 30)</i>                                 | 2007- | 2008-        | 2009-   |      |
| Grade 3   |                                     | 0           | 0     |  |       |              |         | 75.0 |
| Grade 4   |                                     | 0           | 0     | <b>Poverty Rate - % of Enrollment:</b>                 |       |              |         |      |
| Grade 5   |                                     | 0           | 0     | <i>(As of October 31)</i>                              | 2008- | 2009-        | 2010-   |      |
| Grade 6   |                                     | 0           | 0     |  |       | 60.0         | 66.4    |      |
| Grade 7   |                                     | 0           | 0     | <b>Students in Temporary Housing - Total Number:</b>   |       |              |         |      |
| Grade 8   |                                     | 0           | 0     | <i>(As of June 30)</i>                                 | 2007- | 2008-        | 2009-   |      |
| Grade 9   |                                     | 30          | 67    |  |       |              |         | 6    |
| Grade 10  |                                     | 73          | 84    | <b>Recent Immigrants - Total Number:</b>               |       |              |         |      |
| Grade 11  |                                     | 33          | 39    | <i>(As of October 31)</i>                              | 2007- | 2008-        | 2009-   |      |
| Grade 12  |                                     | 14          | 18    |  |       |              |         | 0    |
| Ungraded  |                                     | 0           | 0     | <b>Special Education</b>                               |       |              |         |      |
| Total   |                                     | 150         | 208   | <i>(As of October 31)</i>                              | 2007- | 2008-        | 2009-   |      |
|   |                                     |             |       |  |       |              |         |      |
| <b>Special Education</b>  |                                     |             |       | <b>Suspensions (OSYD Reporting) - Total Number:</b>    |       |              |         |      |
| <i>(As of October 31)</i>   | 2008-                               | 2009-       | 2010- | <i>(As of June 30)</i>                                 | 2007- | 2008-        | 2009-   |      |
| # in Self-Contained Classes   |                                     | 0           | 0     | Principal Suspensions                                  |       |              |         | 11   |
| # in Collaborative Team Teaching (CTT)  |                                     | 4           | 1     | Superintendent Suspensions                             |       |              |         | 14   |
| Number all others   |                                     | 9           | 16    | <b>Special High School Programs - Total Number:</b>    |       |              |         |      |
| <i>These students are included in the enrollment information above.</i>                               |                                     |             |       | <i>(As of October 31)</i>                              | 2007- | 2008-        | 2009-   |      |
|   |                                     |             |       | CTE Program Participants                               |       |              |         | 0    |
| <b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>                                     |                                     |             |       | Early College HS Program Participants                  |       |              |         | 0    |
| <i>(As of October 31)</i>   | 2008-                               | 2009-       | 2010- | <b>Number of Staff - Includes all full-time staff:</b> |       |              |         |      |
| # in Transitional Bilingual Classes   |                                     | 0           | TBD   | <i>(As of October 31)</i>                              | 2007- | 2008-        | 2009-   |      |
| # in Dual Lang.   |                                     | 0           | TBD   |  |       |              |         |      |
| # receiving ESL services only   |                                     | 0           | TBD   | Number of Teachers                                     |       |              |         | 11   |
| # ELLs with IEPs  |                                     | 0           | TBD   | Number of Administrators and Other Professionals       |       |              |         | 3    |
| <i>These students are included in the General and Special Education enrollment information above.</i> |                                     |             |       | Number of Educational Paraprofessionals                |       |              |         | 0    |

| Overage Students (# entering students overage for |         |         |         | Teacher Qualifications:                              |       |       |       |
|---|---------|---------|---------|--|-------|-------|-------|
| (As of October 31)                                | 2007-   | 2008-   | 2009-   | (As of October 31)                                   | 2007- | 2008- | 2009- |
|   |         |         | 97      | % fully licensed & permanently assigned to this      |       |       | 100.0 |
|   |         |         |         | % more than 2 years teaching in this school          |       |       | 0.0   |
|   |         |         |         | % more than 5 years teaching anywhere                |       |       | 9.1   |
| Ethnicity and Gender - % of Enrollment:           |         |         |         |  |       |       |       |
| (As of October 31)                                | 2008-09 | 2009-10 | 2010-11 | % Masters Degree or higher                           |       |       | 54.5  |
| American Indian or Alaska Native                  |         | 0.0     | 0.0     | % core classes taught by "highly qualified" teachers |       |       | 100.0 |
| Black or African American                         |         | 86.7    | 88.5    |  |       |       |       |
| Hispanic or Latino                                |         | 12.7    | 10.6    |  |       |       |       |
| Asian or Native Hawaiian/Other Pacific            |         | 0.7     | 0.5     |  |       |       |       |
| White   |         | 0.0     | 0.5     |  |       |       |       |
| <b>Male</b>                                       |         | 41.3    | 52.4    |  |       |       |       |
| <b>Female</b>                                     |         | 58.7    | 47.6    |  |       |       |       |

**2009-10 TITLE I STATUS**

|                  |         |  |  |       |         |       |       |
|------------------|---------|--|--|-------|---------|-------|-------|
| v                | Title I |  |  |       |         |       |       |
|                  | Title I |  |  |       |         |       |       |
|                  | Non-    |  |  |       |         |       |       |
| Years the School |         |  |  | 2007- | 2008-09 | 2009- | 2010- |
|                  |         |  |  |       |         | v     | v     |

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

|                    |  |         |  |  |  |  |  |
|--------------------|--|---------|--|--|--|--|--|
| <b>SURR School</b> |  | If yes, |  |  |  |  |  |
|--------------------|--|---------|--|--|--|--|--|

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

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

**Individual Subject/Area AYP Outcomes:**

| <u>Elementary/Middle Level</u> |  | <u>Secondary Level</u> |  |
|--------------------------------|--|------------------------|--|
| ELA:                           |  | ELA:                   |  |
| Math:                          |  | Math:                  |  |
| Science:                       |  | Graduation Rate:       |  |

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

| Student Groups      | <u>Elementary/Middle Level</u> |      |         | <u>Secondary Level</u> |      |             | Progress |
|---------------------|--------------------------------|------|---------|------------------------|------|-------------|----------|
|                     | ELA                            | Math | Science | ELA                    | Math | Grad Rate** |          |
| <b>All Students</b> |                                |      |         |                        |      |             |          |
| <b>Ethnicity</b>    |                                |      |         |                        |      |             |          |

|  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|
| American Indian or Alaska Native       |  |  |  |  |  |  |  |  |
| Black or African American              |  |  |  |  |  |  |  |  |
| Hispanic or Latino                     |  |  |  |  |  |  |  |  |
| Asian or Native Hawaiian/Other Pacific |  |  |  |  |  |  |  |  |
| White                                  |  |  |  |  |  |  |  |  |
| Multiracial                            |  |  |  |  |  |  |  |  |
| Students with Disabilities             |  |  |  |  |  |  |  |  |
| Limited English Proficient             |  |  |  |  |  |  |  |  |
| Economically Disadvantaged             |  |  |  |  |  |  |  |  |
| <b>Student groups</b>                  |  |  |  |  |  |  |  |  |

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

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

|  |  |  |  |   |  |  |  |  |
|--|--|--|--|---|--|--|--|--|
| <b>KEY: AYP STATUS</b>                               |  |  |  | <b>KEY: QUALITY REVIEW SCORE</b>              |  |  |  |  |
| 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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

|  |                    |   |  |
|--|--------------------|---|--|
| Network Cluster <b>New Visions</b>               | District <b>18</b> | School Number <b>673</b>                    | School Name <b>East Brooklyn Comm.</b> |
| Principal <b>Patrick McGillicuddy</b>            |                    | Assistant Principal <b>N/A</b>              |  |
| Coach <b>Karen Lopez</b>                         |                    | Coach                                       |  |
| Teacher/Subject Area <b>Jane Lewicki/ELA</b>     |                    | Guidance Counselor <b>Aimee Zehner</b>      |  |
| Teacher/Subject Area <b>Elyse Wilson/ SPED</b>   |                    | Parent <b>Sabine Bouchette</b>              |  |
| Teacher/Subject Area <b>Colleen Crowley/SPED</b> |                    | Parent Coordinator <b>Cristen Van Vleet</b> |  |
| Related Service Provider <b>NA</b>               |                    | Other <b>type here</b>                      |  |
| Network Leader <b>type here</b>                  |                    | Other <b>type here</b>                      |  |

### 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                          | <b>0</b> | Number of Certified Bilingual Teachers                   | <b>0</b> | Number of Certified NLA/Foreign Language Teachers              | <b>0</b> |
| Number of Content Area Teachers with Bilingual Extensions | <b>0</b> | Number of Special Ed. Teachers with Bilingual Extensions | <b>0</b> | Number of Teachers of ELLs without ESL/Bilingual Certification | <b>0</b> |

### C. School Demographics

|                                    |            |                      |          |   |              |
|------------------------------------|------------|----------------------|----------|---|--------------|
| Total Number of Students in School | <b>200</b> | Total Number of ELLs | <b>2</b> | ELLs as Share of Total Student Population (%) | <b>1.00%</b> |
|------------------------------------|------------|----------------------|----------|---|--------------|

## 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.

Of the 200 students currently enrolled in our school we currently have two ELL students. The current members of the LAP team include our special education teacher/Elyse Wilson, our Guidance Counselor/Aimee Zehner, our ELA teacher/Janie Lewicki, and our Program Facilitator/Karen Lopez (who is bilingual in Spanish). We currently do not have a certified ESL teacher working at our school. One of our English teachers is currently working on obtaining her certification. Before students enter our school they go through an intake process that includes an interview with the student and the parents. During this interview our staff assesses the families' language needs and ensures that they understand all three program choices (Transitional Bilingual Education, Dual Language, Freestanding ESL). Advocate counselors stay in contact with parents throughout the intake process and the year, ensuring that all school paperwork is returned and the parents understand the academic choices for their sons/daughters. Upon enrollment, we give all students a reading comprehension test to collect baseline data. We use the results of this, as well as previous NYSESLAT and LAB-R scores to place ELL students in the correct instructional program.

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

### B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |   |  |   |                               |   |
|-----------------------------|---|--|---|-------------------------------|---|
| All ELLs                    | 2 | Newcomers (ELLs receiving service 0-3 years) | 0 | Special Education             | 1 |
| SIFE                        | 0 | ELLs receiving service 4-6 years             | 0 | Long-Term (completed 6 years) | 2 |

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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                | 0        | 0                 | 0                | 0        | 0                 | 0                                  | 0        | 0                 | 0        |
| Dual Language     | 0                | 0        | 0                 | 0                | 0        | 0                 | 0                                  | 0        | 0                 | 0        |
| ESL               | 0                | 0        | 0                 | 0                | 0        | 0                 | 2                                  | 1        | 1                 | 2        |
| <b>Total</b>      | <b>0</b>         | <b>0</b> | <b>0</b>          | <b>0</b>         | <b>0</b> | <b>0</b>          | <b>2</b>                           | <b>1</b> | <b>1</b>          | <b>2</b> |

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        |
| <b>TOTAL</b>                                   | <b>0</b> |

| 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       |
| Spanish  |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Chinese  |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Russian  |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Korean   |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Haitian  |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| French   |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Other  |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| <b>TOTAL</b>                                   | <b>0</b> |

| Dual Language (ELLs/EPs)<br>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  |
| <b>TOTAL</b>                                   | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0     | 0  |

| This Section for Dual Language Programs Only                      |                                    |
|---|------------------------------------|
| Number of Bilingual students (students fluent in both languages): | Number of third language speakers: |
| Ethnic breakdown of EPs (Number):                                 |                                    |
| African-American:   | Asian:                             |
| Hispanic/Latino:  | 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  |   |   |   |   |   |   |   |   |   |   | 2  |    |    | 2     |
| Chinese  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Russian  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Bengali  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Urdu   |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Arabic   |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Haitian  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| French   |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Korean   |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Punjabi  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Polish   |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Albanian                                       |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Other  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>TOTAL</b>                                   | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2  | 0  | 0  | 2     |

## 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.

EBCHS is distinguished by a school culture immersed in the best practices of youth development, which integrates two equally important components - a standards-based instructional model, and a support structure which focuses on leadership development, goal-setting and community building - into an educational community that focuses on students' strengths and fosters achievement. The design addresses the learning needs of a heterogeneous student body of high school-aged adolescents who have previously been truant or dropped out of school and have a wide range of literacy and numeracy proficiencies. Academically, students are engaged in a flexible, well-rounded high school curriculum that integrates literacy throughout an interactive instructional model.

All students at EBC with diverse learning styles participate in mainstream courses that lead to post-secondary opportunities. So as to ensure that all students' learning needs are being met, we provide our staff with training in Blooms Taxonomy, Sheltered Instructional Model, and teaching Literacy Strategies across the curriculum. Additionally, all textbooks and the books/audio tapes in our school library were selected to support the instructional program, were carefully reviewed, and were chosen for their effectiveness in engaging all students in the learning process.

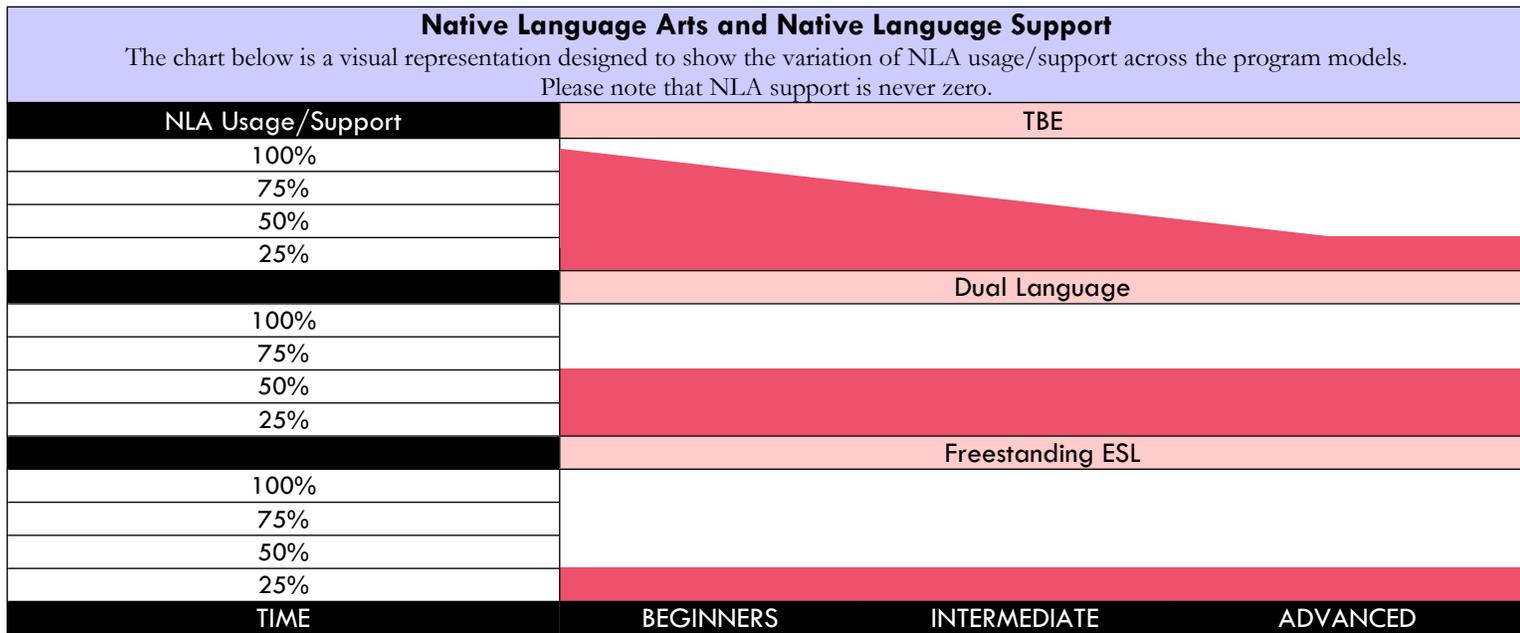
As an ungraded school committed to heterogeneous grouping, the educational design has been developed to be able to meet the needs of all students. The program utilizes an inclusion model with individualized assistance and support provided by our special ed. teacher who is trained in literacy. Because of the curriculum's strong emphasis on literacy and numeracy, our 2 ELL students have extensive opportunities to develop new skills in these areas within the classroom setting. We also utilize appropriate and innovative instructional support mechanisms to help these students through software and the Internet. While we do not currently have Our scope and sequence includes an intensive Reading Seminar class that introduces our students that struggle the most with literacy to the reading strategies which are used by teachers in all subjects and a co-taught Algebra class for students that score the lowest on our Math diagnostic exam. We currently have two ELL students. Both are programmed into the intensive English class and the cotaught Algebra class. One of our ELL students has an IEP and receives SETSS in a push in setting in her math class. Both students are Long Term ELLs and we are currently focused on enuring they are prepared for college and developing the literacy skills necessary to be able to succeed at the college level. At East Brooklyn, we program students based on their individual needs, any additional ELL students who entered the school would be programmed based on the credits they need as well as the academic skills. If we had any ELLs in the school for less than three years would be placed in the intensive Reader's Classes and the core content classes that the Special Ed Instructor is pushing into, ensuring that they receive literacy support. If we had any ELLs receiving service 4 to 6 years our current two Long Term ELLs would be programmed for a mix of intensive and general ed classes, depending on their periodic assessments and their individual weaknesses. One of our ELA teachers is currently looking into certification and we are looking for an ELL to come to the school in the afternoons to deliver instruction. Finally all ELL students with special needs receive all services mandated on their IEPs in the language required.

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

|   | <b>Beginning</b>     | <b>Intermediate</b>  | <b>Advanced</b>      |
|---|----------------------|----------------------|----------------------|
| 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 |
| <b>FOR TBE /DL PROGRAMS:</b><br>Native Language Arts              | 60-90 minutes per day | 45-60 minutes per day | 45 minutes per day   |

| <b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b> |                      |                      |                      |
|--|----------------------|----------------------|----------------------|
|  | <b>Beginning</b>     | <b>Intermediate</b>  | <b>Advanced</b>      |
| ESL instruction for <i>all</i> ELLs as required under CR Part 154                | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154                |                      |                      | 180 minutes per week |
| <b>FOR TBE /DL PROGRAMS:</b><br>Native Language Arts                             | 45 minutes per day   | 45 minutes per day   | 45 minutes per day   |



**B. Programming and Scheduling Information--Continued**

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

As of right now we do not have very much data as we have only two ELL students who enrolled in the school this fall, one of whom is currently a LTA. However, we do know that most ELL students struggle with listening, speaking, reading and writing across the curriculum. We also recognize the need to systematically teach and utilize academic vocabulary in all classrooms. As many of our students struggle with vocabulary and literacy skills, these are areas all subject teachers are working on. Our scope and sequence includes an intensive Reading Seminar class that introduces our students that struggle the most with literacy to the reading strategies which are used by teachers in all subjects and a co-taught Algebra class for students that score the lowest on our Math diagnostic exam. Any struggling ELL students would be programmed into both classes. Our other classes frequently have a special education teacher trained in literacy providing in class services to students who struggle with these skills. As ELLs reach proficiency on the NYSESLAT we would continue programming them based on their needs and continue offering small class sizes and academic support if needed. This year, one major change is the integration of technology in our school. We offer several online classes and classrooms are equipped with laptops to enable teachers to better differentiate. This would be particularly useful for ELL students, giving them instant access to online translator services, dictionaries, and other computer software intended to help ELL students. ELLs in our school are afforded equal access to all school programs because we provide all services within a push-in setting so as to maximize the amount of time students spend with their peers.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

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

Our staff are all being trained by the Center for Urban Education (CUE) on using Blooms Taxonomy, Sheltered Instructional Model, and teaching Literacy Strategies across the curriculum. Our staff attended Saturday training sessions last year, and we have an instructional coach that work with them weekly. Our staff also participates in Critical Friends Groups where we do peer observations, look at student work, and pursue inquiry questions that examine various issues including the needs of our students with limited English proficiency and literacy issues. In addition, one of our staff members is currently working to obtain her ELL certification. We have hired a college and career counselor who is bilingual to assist students in applying to college, helping make a smoother transition for these students. We will provide at least 7.5 hours of ELL Training during our Monday meetings when teachers meet to discuss literacy strategies, struggling students, and ways to improve student performance.

### E. Parental Involvement

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

Our students at East Brooklyn are between the ages of sixteen and twenty and at times, parental involvement can be difficult to maintain, since many of our students are over the age of 18. To counteract this, we have established structures in the school to engage families. We currently have a PTA and one of our goals for the year is to increase parental involvement. Our school partners with SCO Family Services to provide wraparound support for our students and families. Each student has an advocate counselor who works with the family to ensure the student is successful in school. We have advocate counselor's fluent in Spanish and Haitian Creole and whenever a student's home language is not English, we assign a bilingual advocate counselor to the family. In addition, we have an in depth interview process that includes a parent interview to help us assess the parent's language needs. The parents of our current ELL students took part in this and stay in contact with the students' advocate counselors. Finally, we have scheduled three parent teacher conferences that coincide with three of our PTA meetings. These meetings, which our advocate counselors attend, enable parents to have regular meetings with teachers to hear about their students' progress.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
|   | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Beginner(B)   |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Intermediate(I)   |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Advanced (A)  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Total   | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |

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

| NYS ELA |         |         |         |         |       |
|---------|---------|---------|---------|---------|-------|
| Grade   | Level 1 | Level 2 | Level 3 | Level 4 | Total |

| 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        | 0       | 0               | 0       | 0               |
| Math                         | 0       | 0               | 0       | 0               |
| Math                         | 0       | 0               | 0       | 0               |
| Biology                      | 0       | 0               | 0       | 0               |
| Chemistry                    | 0       | 0               | 0       | 0               |
| Earth Science                | 0       | 0               | 0       | 0               |
| Living Environment           | 0       | 0               | 0       | 0               |
| Physics                      | 0       | 0               | 0       | 0               |
| Global History and Geography | 0       | 0               | 0       | 0               |
| US History and Government    | 0       | 0               | 0       | 0               |
| Foreign Language             | 0       | 0               | 0       | 0               |
| Other 0                      | 0       | 0               | 0       | 0               |
| Other 0                      | 0       | 0               | 0       | 0               |
| NYSAA ELA                    | 0       | 0               | 0       | 0               |
| NYSAA Mathematics            | 0       | 0               | 0       | 0               |
| NYSAA Social Studies         | 0       | 0               | 0       | 0               |
| NYSAA Science                | 0       | 0               | 0       | 0               |

| 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<br>1-25 percentile                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile   | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile |
| ELE (Spanish Reading Test) | 0   | 0                      | 0                      | 0                      | 0   | 0                      | 0                      | 0                      |
| Chinese Reading Test       | 0   | 0                      | 0                      | 0                      | 0   | 0                      | 0                      | 0                      |

**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?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

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

|  |       |  |  |
|--|-------|--|--|
|  | Other |  |  |
|  | Other |  |  |
|  | Other |  |  |
|  | Other |  |  |