



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : HIGH SCHOOL FOR ENTERPRISE, BUSINESS AND TECHNOLOGY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 14K478

PRINCIPAL: HOLGER CARRILLO **EMAIL:** HCARRIL@SCHOOLS.NYC.GOV

SUPERINTENDENT: KAREN WATTS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Holger Carrillo	*Principal or Designee	
David Brown	*UFT Chapter Leader or Designee	
Melissa Plowden-Norman	*PA/PTA President or Designated Co-President	
Paula Almanzar	DC 37 Representative, if applicable	
1. Tiarra Jackson 2. Roy Bull	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Yvette Wharton	Member/Co-Chairperson	
Claudette Augustine	Member/Co-Chairperson, Parent	
Eddie Cantos	Member/UFT Representative	
Pamela Harrington	Member/Parent, Secretary	
Aleeshea Sanders	Member/Parent	
Francene Smith	Member/Parent	
Denise Powell	Alternate/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1: ELA

By August 31, 2011, we will increase the number of junior class students (2009 cohort) passing the English Regents with 65 or over by 3%, as compared to last year's junior class (whose passing rate was 66%).

Comprehensive needs assessment

Students are required to pass the English Regents examination in order to graduate. On our 2010-11 Progress Report, our weighted English Regents pass rate value was 1.29, significantly lower than values for Math and Science Regents examinations. Therefore, it is imperative that we target this examination to help our students, especially those students taking the test for the second time, achieve a higher passage rate.

Instructional strategies/activities

- EBT has programmed all sophomores into double-period English classes. The additional period gives teachers more time to go more in-depth into the content being covered, and to allot time for Regents preparation.
- Struggling students can be programmed into additional classes on Saturdays in the fall semester; and after school in the spring semester. These A.I.S. classes are taught by our teachers, and they are specifically targeted towards preparing students for Regents exams.
- Assessment programs, including Acuity, are used to measure performance in specific areas; teachers use these data to prepare their curriculum and lessons.
- Teachers create assignments in CastleLearning.com, an online software program that has Regents-style questions, and provides feedback to students, and statistics for teachers.
- Teachers develop best practices based on Charlotte Danielson's *Enhancing Professional Practice*. Focus includes classroom management; discussion techniques; cooperative learning.
- Teachers meet in subject-area meetings on a weekly basis. During these meetings, they review multiple examples of student work and assess the strengths/weaknesses of the tasks assigned and the gaps in the students' ability to meet standards. Based on these evaluations, teachers come up with new strategies for future lessons. At monthly department meetings, and on an informal basis, teachers report back to the entire department and Assistant Principal on effectiveness of strategies.
- Timeline: all strategies/activities described began September 2011; they will continue until the Regents examination in June 2012. Saturday classes began in November, 2011; after-school classes will begin in March, 2012.

Strategies to increase parental involvement

- Parents are kept informed of their students' progress through the use of JupiterGrades, an online grading program that gives parents access to their child's grade book and list of assignments. All classroom teachers, including those teaching Saturday and after school, are encouraged to use JupiterGrades; all teachers in the English department do utilize this software.
- Parents are informed of Saturday and after-school programs at meet-and-greets, parent association meetings, and through regular mass mailings and School Messenger automatic calling software.

Strategies for attracting Highly Qualified Teachers (HQT)

- Humanities Assistant Principal (I.A.) attended two teacher recruitment fairs, and posted position availability on electronic bulletin board at Teachers College at Columbia University. EBT Humanities Department filled six open positions with teachers who either hold Masters Degree or are actively pursuing degrees (through the Teaching Fellows program, for example). One newly hired teacher is working towards her PhD. at Teachers College.
- Teachers take part in monthly professional development sessions as a department and individual PD on a regular basis. Topics of PD have included planning around the Common Core; using Danielson's framework to focus on areas of pedagogy; and using different protocols for analyzing student work.

Service and program coordination

Our English programs are aligned with our relationships with the following institutions: Metropolitan Opera (digital simulcasts presented at the school; students write reviews of and analytical papers on the operas); MoMA (students visit the museum and write reflections on experience); Respect for All (program related to social interaction and conflict resolution); PEN (authors and representatives from this literary organization visit school and conduct readings and workshops); Kaplan (SAT preparation program); and St. Nicholas/United Way CAPS program (monitors at-risk students for attendance)

Budget and resources alignment

Funding for English initiatives comes from Title I; Title III; tax levies; CFN support; Legacy for Teachers supplement; C4E (Contract for Excellence)

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2: Social Studies

- By August 31, 2011, we will increase the number of sophomore class students (2010 cohort) passing the Global History with 65 or over by 3%, as compared to last year's sophomore class (whose passing rate was 50%).
- We will increase the number of junior and senior class students passing the Global History with 65 or over by 5%, as compared to last year's junior/seniors (whose passing rate was 16%).

Comprehensive needs assessment

Students are required to pass the Global History Regents examination in order to graduate. On our 2010-11 Progress Report, our weighted Global Regents pass rate value was 1.05, the lowest of all Regents examinations. Therefore, it is imperative that we target this examination to help our students, especially those students taking the test for the second and third time, achieve a higher passage rate.

Instructional strategies/activities

- The 9th grade Global History curriculum has been revamped to cover topics by region. The goal is to create a deeper impression on the students so that they will retain more content knowledge as they enter the 10th grade.
- All students studying Global History, or scheduled to take Global History Regents, will be assigned either a text book or a Regents review book.
- One day per month will be dedicated to Regents review in all Global History classes.
- 10th grade English teachers will devote at least one period per week (of their double period blocks) to primary source analysis and strategies such as cause/effect, finding bias and supporting an argument with evidence. All of these skills are necessary to succeed on the Global Regents.
- Struggling students, including all students who have failed the Global Regents in the past, can be programmed into additional classes on Saturdays in the fall semester; and after school in the spring semester. These A.I.S. classes are taught by our teachers, and they are specifically targeted towards preparing students for Regents exams.
- Teachers may assign assignments in CastleLearning.com, an online software program that has Regents-style questions, and provides feedback to students, and statistics for teachers.
- Teachers develop best practices based on Charlotte Danielson's *Enhancing Professional Practice*. Focus includes classroom management; discussion techniques; cooperative learning.
- Teachers meet in subject-area meetings on a weekly basis. During these meetings, they review multiple examples of student work and assess the strengths/weaknesses of the tasks assigned and the gaps in the students' ability to meet standards. Based on these evaluations, teachers come up with new strategies for future lessons. At monthly department meetings, and on an informal basis, teachers report back to the entire department and Assistant Principal on effectiveness of strategies.
- Timeline: all strategies/activities described began September 2011; they will continue until the Regents examination in June 2012. Saturday classes began in November, 2011; after-school classes will begin in March, 2012.

Strategies to increase parental involvement

- Parents are kept informed of their students' progress through the use of JupiterGrades, an online grading program that gives parents access to their child's grade book and list of assignments. All classroom teachers, including those teaching Saturday and after school, are encouraged to use JupiterGrades; all teachers in the Social Studies department do utilize this software.
- Parents are informed that sophomore students will be taking Global History Regents at the end of their sophomore year. They are informed about Saturday and after-school programs at meet-and-greets, parent association meetings, and through regular mass mailings and School Messenger automatic calling software.

Strategies for attracting Highly Qualified Teachers (HQT)

- Humanities Assistant Principal (I.A.) attended two teacher recruitment fairs, and posted position availability on electronic bulletin board at Teachers College at Columbia University. EBT Humanities Department filled six open positions with teachers who either hold Masters Degree or are actively pursuing degrees (through the Teaching Fellows program, for example). One newly hired teacher is working towards her PhD. at Teachers College.
- Teachers take part in monthly professional development sessions as a department and individual PD on a regular basis. Topics of PD have included planning around the Common Core; using Danielson's framework to focus on areas of pedagogy; and using different protocols for analyzing student work.

Service and program coordination

Our Social Studies programs are aligned with our relationships with the following institutions: Metropolitan Opera (digital simulcasts presented at the school; students write reviews of and analytical papers on the operas); MoMA (students visit the museum and write reflections on experience); Respect for All (program related to social interaction and conflict resolution); PEN (authors and representatives from this literary organization visit school and conduct readings and workshops); Kaplan (SAT preparation program); and St.

Nicholas/United Way CAPS program (monitors at-risk students for attendance)

Budget and resources alignment

Funding for Social Studies initiatives comes from Title I; tax levies; CFN support; Legacy for Teachers supplement; C4E (Contract for Excellence)

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3: Communication

- By August 2012 we will improve the communication between staff, parents and students through DOE Google Docs/Apps and Jupitergrades. By the end of the school year, we are aiming to have 60% of our parents using Jupitergrades.
- By August 2012, we are aiming to have 95% of our classroom teachers using and updating Jupitergrades on a timely basis (minimum once per week).
- By 2012 we are aiming to have 10,000 unique visits as measured by Google analytics.

Comprehensive needs assessment

We received a grade of C in the school environment part of the Progress Report for last year. We wish to improve communication through 4 key solutions:

1. Google Docs/Apps - The DOE Email system is limited in the amount of space that it provides as well as the ability to search through large number of files. In order to improve real-time collaboration, we will utilize Jupitergrades as well as DOE Google Apple/Docs. Since the DOE Google Docs/Apps website uses DOE email, it only allows users who currently have a DOE email address. Every interested member is able to access the latest information so that everyone is on the same page.
2. Jupitergrades - We can track student progress and communicate with them as well as with their parents through Jupitergrades. The site allows teachers to effectively communicate with each other about students' strengths and weaknesses. ***We started off with 20% usage of parents on Jupitergrades. Thanks to the usage of ebtbrooklyn.com and the parent teacher conferences, we currently have 35% of our parents using Jupitergrades.***
3. EBTBrooklyn.com - In order to stay organized, we created a school portal that is easy for everyone to remember. EBTbrooklyn.com All of the websites and links used by everyone is kept there, so that EBT Students, Parents and Staff can easily and readily access the latest information in regard to the school. We have a place for announcements as well as a calendar that keeps everyone informed about all of the activities within the school. Photos from EBT events are also kept on the website which helps build a sense of community and pride within the school. School engagement is improved through the usage of the website which currently boasts 4507 unique visits according to Google Analytics since the beginning of the school year.
4. In addition to utilizing latest technology, we continue to use mass mailings and School Messenger calling software to share information with parents through mail and phone messages.

Instructional strategies/activities

- All students are given basic instruction on the use of Jupitergrades to monitor their own progress and check grades as the marking period goes along. The goal is to have students understand exactly how their grade is being calculated, so they can take responsibility for their own results.
- All EBT staff receives training on the use of Jupitergrades and Google Docs in staff and departmental meetings. School data specialist coordinates these training sessions and makes himself available during Professional Assignment and Prep periods to help any staff members who are struggling with the technology.
- At all staff meetings, staff is encouraged to submit questions and suggestions for the best way of using technology to increase communication, both among staff members and between staff and students and parents.
- Timeline: Teachers received training in Jupitergrades at the beginning of the 2011-12 school year, and there have been reinforcement sessions on a monthly basis since; Jupitergrades is currently used on a regular basis by about 80% of staff. Full staff professional development on Google Docs began in September, 2011. Our goal is to have at least 50% of teachers using Google Docs on a regular basis by June, 2012.

Strategies to increase parental involvement

Parents are kept informed of their students' progress through the use of JupiterGrades. We give parents secured individualized passwords, separate from student passwords, so they can monitor progress, and receive alerts via email or text, as they wish. At each parent-teacher conference, students help train parents on the use of Jupitergrades, using laptop computers set up in the hallway.

Strategies for attracting Highly Qualified Teachers (HQT)

- Qualifications for hiring teachers include candidates' ability to use and willingness to learn new technology, including Jupitergrades and Google Docs.
- All EBT staff receives training on the use of Jupitergrades and Google Docs in staff and departmental meetings. At these meetings, Administrators may review frequency of use of these programs by each teacher in the department.

Service and program coordination

Attendance and academic records from Jupitergrades are made available to representatives from the St. Nicholas/United Way CAPS program, which monitors at-risk students for attendance.

Budget and resources alignment

Funding for all technology initiatives comes from NYSTL funds for software.

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4: Mathematics/Science

- By August 31, 2012 The Weighted Regents Pass rate will be increased from 52.2% to 57%, as evidenced by January, June and August Regents results on Integrated Algebra and Geometry Regents.
- By August 31, 2012 Science Weighted Regents Pass Rate will be increased from 63.3% last year to 68%, as evidenced by January, June and August Regents results on Earth Science, Earth Science and Chemistry.

Comprehensive needs assessment

The data of the 2011 scholarship report shows a low performance in the Mathematics/Science Regents exams of the levels 3 and 4 students; in particular, level 4 students are passing the Regents with a grade below 85 (level 3). In order to meet this goal, we will provide students with additional support by registering them in AIS during school day, after school and Saturday Math/ Science Institute.

Instructional strategies/activities

- EBT has programmed all first-year students in double period Algebra classes. The additional period allows teachers additional time to teach more in depth into the content area and, to infuse more Regents open- ended questions into the daily lessons.
- Students with the need of extra help for Regents preparation will be programmed into additional classes after school, Saturdays and after school AIS. The AIS classes taught by our teachers, target students who need additional support in preparing them for the Regents examination.
- Assessment programs, including Acuity, are used to measure performance in specific areas. Teachers use these areas to develop their pacing calendars and unit lessons.
- Teachers assign assignments in Castle Learning.com, an online software program that has Regents-style questions and provides feedback to students, and data for teachers to assess students' areas for improvement.
- Teachers develop best practices based on Charlotte Danielson's *Enhancing Professional Practice*. Focus includes classroom management; discussion techniques; cooperative learning.
- Teachers monitor and revise strategies during their common planning time, team grades level meetings and communicate through Jupiter Grades. During these activities, teachers review student work and assess the strength and areas of need for improvement. They also review the gaps on the students' ability to meet the standards.
- Based on student work evaluation, teams of teachers choose a protocol to be used for future lessons. At monthly department meetings, teachers report back on the effectiveness of protocols.
- Professional development will be scheduled on the following topics: Interim assessment to monitor and revise pacing calendars; Use of Item Analysis to improve instructional techniques; Use of rubrics with the language of the CCLS to provide specific feedback to students; Use of students' data to plan and set goals; Teacher teams use the practice of looking at student work in order to improve student achievement.
- **Timeline:** All strategies/activities described began in September 2011. They will continue until the Regents examinations in June 2012. Saturday classes will begin in the spring of 2012. After school program began on November 2011. One to One tutoring began in October 2011.

Strategies to increase parental involvement

- Teachers schedule regular meetings with parents to share information and respond to parents' questions and inquiries.
- Parents will be trained to use Castle learning, a software program that will keep them informed about their children's progress and needs. All teachers are required to use this software as a means of communication between the school community and the parents.
- Parents will be trained to use ARIS Parent Link
- We will foster constant communication and effective home school partnership by calling and sending letters to parents to inform them about school activities.
- MSI/Gateway parents' meetings are scheduled in order to share information on the school's educational plan and to allow parents to provide information and ideas.
- Parents are invited to attend college and educational trips.

Strategies for attracting Highly Qualified Teachers (HQT)

- At the beginning of the school year, the Math/Science Department Assistant principal attended hiring fairs to identify and recruit highly qualified Mathematics and Science teachers and posted available positions on electronic bulletin boards at Teachers' College at Columbia University. The department hired teachers who either hold a Master's degrees or a Ph.D.
- Mentors are assigned to support struggling teachers
- Extensive and comprehensive P.D. is provided to ensure that current teachers become highly qualified.
- The AP Math/Science fosters a culture in the Mathematics department that provides support and team work with all the assistant principals of the school.
- The AP Math/Science also organizes teachers into teams to exchange ideas and to assist each other.

- During the department meetings, teachers take turn sharing their best practices
- The Math/Science assistant principal provides time for teachers to talk about ways to improve instructional time, exchange ideas and think and grow as a department.
- Extensive, non-punitive observations of classroom observations are conducted and feedback provided by the assistant principal and the principal on a regular basis to further assist teachers.

Service and program coordination

Our Mathematics/Science programs are aligned with our relationships with the following institutions: Respect for All (program related to social interaction and conflict resolution); Kaplan (SAT preparation program); and St. Nicholas/United Way CAPS program (monitors at-risk students for attendance)

Budget and resources alignment

Funding for Mathematics/Science initiatives comes from Title I; tax levies; CFN support; Legacy for Teachers supplement; C4E (Contract for Excellence)

ANNUAL GOAL #5 AND ACTION PLAN

Annual Goal #5: Business & Technology

By June 30, 2012, at least five percent of our junior and senior class students enrolled the CISCO Networking Academy or Academy of Hospitality and Tourism will pass an industry certification examination. CISCO students take the IC3, CCENT or CCNA examinations. AOHT students take the Lodging Management or MOUS Examinations.

Comprehensive needs assessment

Students in the CISCO and AOHT programs are required to obtain at least seven credits and take at least one industry approve assessment to obtain a Career and Technical Education endorsement on the New York State diploma. Our goal is to prepare our junior and senior class students to take the required examination by the senior year in the spring.

Instructional strategies/activities

- Students who need additional practice and tutoring with networking labs will attend after school preparation workshops
- Teachers may assign online practice assignments for CCENT, CCNA, Lodging Management, NOCTI, IC3 and MOUS examinations that provide students with feedback
- Teachers meet in subject-area meetings on a weekly basis. During these meetings, they review student work and assess the strengths/weaknesses of the tasks assigned and the gaps in the students' ability to meet standards. Based on these evaluations, teachers come up with new strategies for future lessons. At monthly department meetings, and on an informal basis, teachers report back to the entire department and Assistant Principal on effectiveness of strategies.
- Timeline: all strategies/activities described began September 2011; they will continue until June 2012. After school classes will begin January 2012.

Strategies to increase parental involvement

- Parents are kept informed of their students' progress through the use of JupiterGrades, an online grading program that gives parents access to their child's grade book and list of assignments. All classroom teachers, including those teaching Saturday and after school, are encouraged to use JupiterGrades; all teachers in the Business and Technology department utilize this online based software.
- Parents are informed of Saturday and after-school programs at meet-and-greets, parent association meetings, through regular mass mailings and School Messenger automatic calling software.

Strategies for attracting Highly Qualified Teachers (HQT)

- The Humanities Assistant Principal I.A. attended two teacher recruitment fairs, and posted position availability on electronic bulletin board at Teachers College at Columbia University. At his recommendation, the Business department filled a vacancy.

Service and program coordination

Our Business and Technology programs are aligned with our relationships with the following institutions: Respect for All (program related to social interaction and conflict resolution); Kaplan (SAT preparation program); and St. Nicholas/United Way CAPS program (monitors at-risk students for attendance)

Budget and resources alignment

Funding for Business and Technology initiatives comes from VTEA funding; Title I; tax levies; CFN support; Legacy for Teachers supplement; C4E (Contract for Excellence)

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	194	107	98	148	20	1	1	
10	100	87	97	110	18	1		2
11	145	85	79	89	18	1	3	1
12	50	50	50	50	10	1	1	1

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<ul style="list-style-type: none"> • Saturday Institute in fall semester; After-school classes in spring semester • Teachers work in small groups with students, using Regents-based materials to help prepare students for examinations. • ELL students are programmed into Saturday and after-school classes as well • Lunch and learn sessions with students needing extra help in specific classes; these sessions may be small group or one-on-one, depending on need
Mathematics	<ul style="list-style-type: none"> • After-school classes in fall semester; Saturday Institute in spring semester • Teachers work in small groups with students, using Regents-based materials to help prepare students for examinations. • Students work on Regents questions in Castlelearning.com • Lunch and learn sessions with students needing extra help in specific classes; these sessions may be small group or one-on-one, depending on need
Science	<ul style="list-style-type: none"> • After-school classes in fall semester; Saturday Institute in spring semester • Teachers work in small groups with students, using Regents-based materials to help prepare students for examinations. • Students work on Regents questions in Castlelearning.com • Lunch and learn sessions with students needing extra help in specific classes; these sessions may be small group or one-on-one, depending on need
Social Studies	<ul style="list-style-type: none"> • Saturday Institute in fall semester; After-school classes in spring semester • Teachers work in small groups with students, using Regents-based materials to help prepare students for examinations. • Students work on Regents questions in Castlelearning.com • Lunch and learn sessions with students needing extra help in specific classes; these sessions may be small group or one-on-one, depending on need
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> • Individual counseling • Group counseling • Family counseling • Attendance outreach
At-risk Services provided by the School Psychologist	<ul style="list-style-type: none"> • Serviced five at-risk students • One-on-one counseling • Based on emergency needs, according to staff

At-risk Services provided by the Social Worker	<ul style="list-style-type: none">• Serviced four at-risk students• One-on-one counseling• Based on emergency needs, according to staff
At-risk Health-related Services	<ul style="list-style-type: none">• On-site medical facilities (Woodhull)• Physical Education Modification Plan

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

- attend school regularly and arrive on time (placing hats/electronic devices in book bag);
- complete my homework and submit all assignments on time;
- follow the school rules (wear full school uniform daily) and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader	District 14	Borough Brooklyn	School Number 478
School Name HS Enterprise, Business and Technology			

B. Language Allocation Policy Team Composition [?](#)

Principal Holger Carrillo	Assistant Principal Mitch Schragar
Coach	Coach
ESL Teacher Kenneth Klein	Guidance Counselor Nelia Rivera
Teacher/Subject Area Lori Goodman/ESL	Parent Melissa Plowden-Norman
Teacher/Subject Area John Heegle/Social Studies	Parent Coordinator
Related Service Provider	Other
Network Leader Roberto Hernandez	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	3	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	4
Number of content area teachers with bilingual extensions	4	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1		

D. School Demographics

Total number of students in school	888	Total Number of ELLs	98	ELLs as share of total student population (%)	11.04%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS) to determine the language that is spoken at home. Mr. Klein, a licensed pedagogue and ESL Coordinator, administers the HLIS and an informal interview is conducted in English and in the native language with the parent and the student (an interpreter is secured if necessary). If the student's home language is a language other than English, an informal interview is conducted in the student's native language and in English by Mr. Klein. If the student speaks a language other than English or speaks little or no English, the student is administered the LAB-R assessment (within 10 school days of his or her admission) by Mr. Klein if and only if he or she has never been administered this exam in the past -- the LAB-R is to be administered only one time to a child.

If the student is absent during this 10-day period, he or she is marked absent on the LAB-R answer sheet and receives a score of zero. If the student scores at the beginning, intermediate, or advanced level, the student is identified as an ELL. If the student scores at the proficient level, the student is not entitled to ELL services and receives a general education program. The Spanish LAB is also administered by Mr. Klein to students who speak Spanish and students are programmed accordingly (based on the results of these assessments).

In the event that Mr. Klein is unavailable, another licensed pedagogue, Ms. Goodman, administers the HLIS and the interview. If neither Mr. Klein or Ms. Goodman is available, Mr. Schager will conduct the interview and secure an interpreter, if needed.

Performance on the LAB-R determines the student's entitlement to English language development support services and his or her appropriate placement level.

As mandated by the state education department, each English Language Learner (ELL) is administered the New York State English as a Second Language Achievement Test (NYSESLAT) in the spring of each year to evaluate the student's performance in each of the four modalities of language acquisition (reading, writing, speaking and listening). ESL teachers prepare students for this exam by modeling, teaching, and practicing listening, speaking, reading, and writing skills throughout the year.

The NYSESLAT also determines whether or not the student is entitled to continued services. Students who are eligible to take the NYSESLAT are identified through the ATS report titled, RLER –LAT. The NYSESLAT scores determines student's entitlement to continued services and placement in the appropriate level (beginner, intermediate, or advanced) for the next school year. Students who score Proficient on the NYSESLAT are no longer entitled to ELL services and enter a general education program. However they continue to receive test accommodations for state exams for two years.

Students found entitled are placed as per their parent's request in one of two programs: the Transitional Bilingual Education or the Freestanding ESL program. Students in the Transitional Bilingual program receive instruction in both English and Spanish in

mathematics, social studies, and science classes. In addition, they are placed in beginner, intermediate, or advanced ESL classes (as determined by their LAB-R or NYSESLAT scores). If the parent indicates a preference for a program not available in the school, parents are given the option to transfer to another school where the program of choice is offered. Students in the Free Standing ESL program take general education courses and are placed in beginner, intermediate, or advanced ESL classes (as determined by their LAB-R or NYSESLAT scores).

2. All parents and guardians of newly enrolled ELLs are invited to a parent orientation, which is conducted within ten days of the student's initial enrollment. Make-up orientations are scheduled every month thereafter. During the orientation, parents are shown the ELL Parent Orientation Video which is now available in 13 languages. Parents are reminded that they can visit the Office of English Language Learners website at <http://schools.nyc.gov/Academics/ELL/FamilyResources/Parent+Information> for a link to the videos as well as all required documentation (and translations) for identification, parent orientation, and placement of ELLs. By viewing the video, parents learn about the different ELL programs that are available throughout New York City and at EBT. They are also given printed materials that explain each of the programs. The information is provided in English and in the home language. Parents then have an opportunity to ask questions about the different programs and ELL services (a translator is provided, if necessary). It is explained to parents that they have the option to transfer their child to another school if they are interested in a program that is not available at EBT. At the end of each orientation, the school staff distributes the entitlement letter and distributes and collects the Parent Survey and Program Selection Form, which indicate the program in which the student will be enrolled. If parents are unable to attend the parent orientation or any of the make-up sessions, then a one-on-one meeting is scheduled with the ESL Coordinator. If the parent is unable to attend the in person meeting, then a telephone conference is scheduled and an information packet is mailed out to the parent. Until a parent expresses an interest in a particular program, the default program is the Transitional Bilingual Education program.

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

4. Parent choice dictates the placement of ELL students within EBT's Transitional Bilingual Education or Free Standing ESL program. The Parent Survey and Program Selection form determines which program the student will be placed in. The Parent Survey and Program Selection form is provided to the parent in English and the parent's native language. An informed parent choice is paramount to the placement of all ELLs within the appropriate program. Therefore, every effort is made to have a final parent consultation in the parent's native language with the ESL Coordinator and an interpreter, if necessary, to ensure the parent's final decision is an informed one. The student is then placed into the program that will best meet their needs in accordance with the wishes of the parent(s). If the parent prefers to enroll his or her child in a Dual Language Program, the guidance counselor will help the parent choose an appropriate school and assist with the transfer. Parents may express a preference for a Dual Language Program, but continue their child's enrollment in the Transitional Bilingual Education program or Free Standing ESL Program. These preferences are recorded by the ESL Coordinator. In the event that 20 parents express their preference for a Dual Language Program, a program will be created at EBT and offered to these students. If the parent survey and program selection form is not returned and/or a final consultation is not returned to the ESL Coordinator, then the student will default into the Transitional Bilingual Education program as mandated by CR Part 154.

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

6. Yes, the program models offered at EBT are aligned with parent requests and state law. Approximately 54% of the student population at EBT is Hispanic and Spanish speaking. The Transitional Bilingual Education program at EBT meets the needs of parents' requests for a program that emphasizes the English language needs of their children as well as fostering the growth of the child's native language. EBT has worked diligently to increase outreach to parents of ELLs.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										26	18	17	14	75
Dual Language (50%:50%)										0	0	0	0	0
Freestanding ESL														
Self-Contained										8	4	9	2	23
Push-In										0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	34	22	26	16	98

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	98	Newcomers (ELLs receiving service 0-3 years)	38	Special Education	21
SIFE	28	ELLs receiving service 4-6 years	30	Long-Term (completed 6 years)	30

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	32	11	1	25	12	3	23	3	6	80
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	6	0	1	5	1	4	7	1	6	18
Total	38	11	2	30	13	7	30	4	12	98

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										25	24	12	19	80
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	25	24	12	19	80								

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	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										5	2	1	2	10
Chinese										1				1
Russian														0
Bengali														0
Urdu														0
Arabic												1	1	2
Haitian										2	1	0	1	4
French														0
Korean														0
Punjabi														0
Polish											1			1
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	8	4	2	4	18

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. Instruction for ELLs is delivered in several ways to accommodate the individual learning styles of each child (e.g., visual, auditory and kinesthetic). Instruction models for ELLs rely heavily on the workshop model approach, collaborative learning model, differentiated instruction, and Howard Gardner's multiple intelligence modalities. Emphasis is placed on the four modalities of language learning: listening, speaking, reading, and writing.

a. The High School for Enterprise, Business and Technology (EBT) follows a self-contained organizational model where students who share the same language requirements are programmed in the same classroom according to English proficiency levels (beginner, intermediate and advanced). This model creates a more positive and supportive environment for meeting both the academic and social-emotional needs of each child.

b. The program model that is used for ESL instruction within the Free Standing ESL program and Transitional Bilingual Education (TBE) program is a homogeneous model in which all students are programmed for ESL classes according to their respective proficiency levels as determined by the Language Assessment Battery-Revised (LAB-R) and the New York State English as a Second Language Assessment Test (NYSESLAT). Students in the Free Standing ESL program take general education classes appropriate for their grade level. Students in the TBE program take both bilingual classes in the core content areas (e.g., math, science, and social studies) and general education classes (e.g., physical education, music, and art) and are programmed heterogeneously regardless of proficiency level.

2. EBT has compiled a team that is in charge of the scheduling and placement of all ELLs within their chosen program model. The team consists of the ESL coordinator, five guidance counselors, and the school programmer. Students are placed according to their program model and their proficiency level as determined by the LAB-R and/or the NYSESLAT. The ESL coordinator identifies the student's program model and proficiency level by reviewing each student's parent survey, program selection form, entitlement letter, and NYSESLAT results. Once a student's proficiency level and program choice have been determined, the school programmer, in consultation with the ESL coordinator, create classes that support the mandated number of units for grades 9-12 that will accommodate all proficiency levels from beginning to advanced within the TBE and Free Standing ESL Program models. Once the required number of classes have been created, then the guidance counselors for each grade level, in consultation with the school programmer, place each ELL in the appropriate classes according to the mandated number of units that their proficiency level and program model mandates. When all students are programmed into their respective classes, the ESL coordinator reviews each student's program to ensure that the mandated number of units is in compliance with NYS CR Part 154.

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

A. Programming and Scheduling Information

- Beginner ESL students receive three periods of continuous ESL instruction five days per week for a total of 730 minutes per week ($146 \times 5 = 730$).
- Intermediate ESL students receive two periods of continuous ESL instruction five days per week (93 minutes \times 5) for a total of 465 minutes per week.
- Advanced students receive one period of ESL instruction five days per week (46 minutes \times 5) for a total of 230 minutes and one period of grade-appropriate ELA instruction five days per week (44 minutes \times 5) for a total of 220 minutes. The total number of minutes of instructional time for combined ESL and ELA instruction is 450 minutes per week.

All students who are in the TBE program also receive 45 minutes of native language arts per day in addition to ESL instruction outlined in the preceding bullet points.

3. The Free Standing ESL content area classes are taught in English and students are encouraged to transfer the language skills from their first language to the target language, English. Students may use their native language for clarification of ideas and understanding but strong emphasis is placed on English usage in all of the modalities. The foundation of the ESL program is grounded in socio-cultural learning theory (the Zone of Proximal Development and scaffolding theory). WestEd's Quality Teaching for English Learners (QTEL) is the primary instructional support and method that is used to make content comprehensible and to enrich language development. In addition, teachers of ELLs regularly use Assessment for Learning (AFL) strategies to gauge students' levels of comprehension. EBT believes in engaging students in collaborative learning as a means to raise student achievement and improve language development. Academic rigor is encouraged by creating curriculum maps that include essential questions, clear learning targets, challenging tasks aligned with Common Core Standards, content-based vocabulary, a variety of formative and summative assessments, and appropriate text and additional resources proven effective in acquiring content mastery (e.g., graphic organizers, visuals, manipulatives, etc.). Lastly, the strategies grouping of students (based on both qualitative and quantitative data) facilitates their comprehension of content in classes.

In the TBE program, content area instruction is provided in the native language and English in a systematic and structured manner that is designed to develop the cognitive skills of ELLs. The focus of the TBE program is for ELLs to maintain and strengthen the strong language skills of their first language while transferring these skills to the second language.

The following instructional approaches and methods, aligned with Common Core Learning Standards and New York State ESL Standards, are emphasized:

- Achieve3000 and Castle Learning guided reading and writing activities
- Collaborative team projects based on clearly defined tasks and assessed with the use of rubrics
- Listening and speaking activities in the classroom based on the principles of accountable talk
- Reading and writing activities in ESL, ELA, and Native Language Arts classes such as
 - Use of graphic organizers as tools to guide students through historically challenging tasks such as essay writing
 - Read Aloud-Think Aloud-Talk-Aloud (RA-TA-TA) and Independent Reading (IR) sessions

4. ELLs are appropriately evaluated in their native language through teacher-generated language assessments and on-line diagnostic exams such as the Pearson Diagnostic.

5. Each ELL group is as unique as each student in the sub-group. That stated, available data is analyzed for trends to identify strengths and areas for growth. A comprehensive plan that differentiates instruction according to the needs of each is then developed.

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

The instructional plan for SIFE focuses on intensive English language instruction that teaches both social and academic language. English language instruction is given in a block schedule format to maximize continuous instruction. SIFE students follow a thematically organized curriculum with fewer topics that concentrates on depth of knowledge rather than the breadth of multiple topics. In addition to receiving ESL services, SIFE students receive additional support through Title III after school programs to support reading and writing fluency. The plan also consists of tracking down any available transcripts from past schools, holding a meeting with the student, guardian, guidance counselor and ESL teacher and requiring attendance at after-school and Saturday classes in addition to scheduled meetings every three months to assess student progress within the school. SIFE are also administered the Pearson Periodic Assessment to assess their proficiency levels in listening, reading, and writing.

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

After being LAB-R tested, students are given the appropriate schedule. The focus for newcomers is learn the routines, rituals, and best practices of academically successful students. Students are encouraged to develop their reading, writing, listening, and speaking skills through a variety of interesting and engaging activities both in and out of the classroom. Students use both Achieve3000 and Castle

A. Programming and Scheduling Information

Learning to increase their literacy. In addition, they are encouraged to participate in after-school activities and Saturday tutoring programs. Finally, Newcomers are administered the Pearson Periodic Assessment to assess their proficiency levels in listening, reading, and writing.

c. Plan for ELLs in school 4-6 years

The focus for this group is primarily reading and writing skills. Strategies to improve reading and writing skills include the following: use of classroom libraries; teaching strategies that build on current cognitive abilities and background knowledge; demystifying the reading portion of the NYSESLAT by creating exercises and exams that follow the test format; encouraging participation in after-school and Saturday programs; and using computer software programs such as Achieve3000 and Castle Learning. Finally, ELLs in school for 4-6 years are administered the Pearson Periodic Assessment to assess their proficiency levels in listening, reading, and writing.

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

For long-term ELLs, additional instructional support is offered through the Achieve3000 and Castle Learning programs and by providing individualized remedial instruction during the Lunch and Learn program, after-school tutoring programs, and on Saturdays. For students reaching proficiency, they will be gradually placed in general education classes according to the transitional support plan. Long Term ELLs are administered the Pearson Periodic Assessment to assess their proficiency levels in listening, reading, and writing.

6. Plan for ELL Special Needs Students

ELLs who are identified as having special needs are provided special education programs and services in accordance with their individualized education program (IEP) in addition to ESL services aligned with their proficiency level and accordance with CR Part 154 regulations. Students with an IEP are programmed into CTT classes, in which they are given special attention by both the content-area teacher and a special education teacher or para-professional. The special education teacher meets with an ESL teacher to confirm that she has any necessary materials to make content understandable to the ELL student. ELL with special needs are also administered the Pearson Periodic Assessment to assess their proficiency levels in listening, reading, and writing. Lastly, the guidance counselors routinely evaluate

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL materials used)?

B. Programming and Scheduling Information--Continued

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14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. EBT has created a team that uses the Response to Invention (RTI) model. This team includes the assistant principal, ESL teachers, the bilingual teachers, the guidance counselors, and the attendance teacher. EBT uses a 3-tier model with universal screenings given seven times a year: once within the first two weeks of school, and then again at the end of each marking period. Tier I contains the majority of the students and uses school and class-wide systems that are in place to support the general education classroom. Tier II is secondary intervention that focuses on at risk students and tier III is a specialized individualized system for students with intensive needs. Academic benchmarks are created within each tier and cumulative data is used to place all ELLs within each tier; tier I being the base for all students and progressing up to the third tier where extreme interventions are warranted. Data is collected from ARIS, teacher assessment, anecdotal notes, and attendance records are used as a Tier II intervention tool for all ELLs. Data is used to inform instruction and group instruction, facilitate parent communication, and to make appropriate referrals to other services. Our goal is to get interventions for the students as soon as possible. Ultimately, we hope that through interventions students will reach their true academic potential.

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

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

C. Schools with Dual Language Programs

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

Not Applicable.

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

D. Professional Development and Support for School Staff

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

1. Our ESL teachers, our UFT Teacher Trainer, and our CLSO network all provide professional development seminars that addresses the needs of ELLs. Workshops are offered during faculty and department meetings as well as during days designated by the DOE as professional development days. The focus of the professional development is to make teachers aware of the different needs and learning styles they will encounter with ELLs, and to show teachers how to use such techniques as differentiated instruction and the workshop model to educate our ELLs.

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

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

In addition, ELL teachers receive professional development during common planning time, lunch, before or after school in each for each of the topics below:

Professional Development Schedule

Month	Topic(s)
September	LEP Identification Process Common Core Standards Curriculum Mapping Graphic Organizers for ELLs S.M.A.R.T. Goals
October	Assessment for Learning (AFL) Strategies RA-TA-TA and IR (America's Choice) Pearson Diagnostic Exam Assessing Student Work Common Assessments and Test Design Castle Learning Common Core Standards Classroom Management
November	Achieve3000 Test Item Analysis Assessing Student Work Curriculum Mapping Tasks and Rubrics Reading Conferences

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	Curriculum Mapping
	Graphic Organizers for ELLs
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	Assessment for Learning (AFL) Strategies
	RA-TA-TA and IR (America's Choice)
	Pearson Diagnostic Exam
	Assessing Student Work
	Common Assessments and Test Design
November	Castle Learning
	Common Core Standards
	Classroom Management
	Achieve3000
	Test Item Analysis
December	Assessing Student Work
	Curriculum Mapping
	Tasks and Rubrics
	Reading Conferences
February	Compiling BESIS
	Teaching Content-Based Vocabulary
	Collaborative Learning
March	Assessing Student Work
	Achieve3000 Data Reports
April	Curriculum Mapping
	Common Assessments
May	NYSELAT
	Test Item Analysis

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100% 75% 50% 25% 100% 75% 50% 25% 100% 75% 50% 25%	1. Our ESL teachers, our EFL Teacher Trainer, and our CLSO network all provide professional development seminars that addresses the needs of ELLs. Workshops are offered during faculty development meetings as well as during days designated by the DOE as professional development days. The focus of the workshops is on the standards and learning styles they will encounter with ELLs, and to show how to evaluate our ELLs. Our ESL teachers will also attend the following professional development courses (at no cost to Title III funds) offered by the Department of Education, including: -Differentiated Instruction -Preparing Students for the NYSELAT -Common Core State Standards and Curriculum Mapping for ELLs -Promotional Policy -Language Allocation Policy (LAP)		
	Dual Language		
	Freestanding ESL		
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

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November	Achieve3000 Test Item Analysis Assessing Student Work Curriculum Mapping Tasks and Rubrics Reading Conferences
December	Compiling BESIS Teaching Content-Based Vocabulary Collaborative Learning Assessing Student Work
February	Achieve3000 Data Reports Curriculum Mapping Common Assessments
March	NYSELAT Test Item Analysis Assessing Student Work
April	Curriculum Mapping Data Analysis
May	Achieve3000 Data Reports Evaluating Student Progress

E. Parental Involvement

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

1. EBT has an established Parent Teacher Association (PTA) that meets on a monthly basis that addresses the needs of all parents, including the parents of ELLs. At the beginning of the school year, parents also participate in an orientation where they visit the school, participate in a school tour, observe classes, and meet the faculty and staff. Teachers and administrators conclude the event with a question and answer session. In addition, there are numerous opportunities for all parents to participate in events such as the The Metropolitan Opera HD Live series, school performances, Saturday Institute, and educational field trips such as college visits. Parents are invited to attend these activities for their enjoyment. In addition, their help is solicited to help in the planning and supervision of school events.

2. EBT has partnered with agencies such as the Metropolitan Museum of Art, Metropolitan Opera, the Museum of Modern Art, and the St. Nicholas Preservation Corporation in order to provide workshops or services to ELL parents. For example, parents are invited to participate in numerous activities which take place during our school's Saturday Institute program. For example, parents of ELLs are offered instruction on how to use a computer and navigate the Internet for different purposes, including learning English. Computers are available at meetings as well and used for a variety of reasons. For example, if a parent need information about a particular topic, the parent can search for the information using the Internet; direct instruction is offered to parents who need it. Additional services include the presence of an interpreter at meetings, the translation of letters (in the home language indicated on the HLIS) sent home and the use of the Department of Education translation unit.

3. We invite parents to be participants in round-table meetings where organizations such as the Leadership Program generate conversations about the needs of new immigrant parents and how the school can help them to facilitate their acculturation to their new community. In addition, the needs of parents are addressed at school events such as PTA meetings and Open School Night/Afternoon. Furthermore, Principal Holger and his administration maintain an open door policy in order to facilitate effective communication with parents.

4. During these round table discussions, we can assess the needs of parents of ELLs. Parents are provided with information about resources available to them and their community such as health clinics, immigration services, arts organizations, GED programs, English classes, etc. Parents are also encouraged to participate in school tours, observe classes, and meet the EBT faculty and staff.

B. Programming and Scheduling Information--Continued

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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.

C. Schools with Dual Language Programs

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

Not Applicable.

D. Professional Development and Support for School Staff

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

1. Our ESL teachers, our UFT Teacher Trainer, and our CLSO network all provide professional development seminars that addresses the needs of ELLs. Workshops are offered during faculty and department meetings as well as during days designated by the DOE as professional development days. The focus of the professional development is to make teachers aware of the different needs and learning styles they will encounter with ELLs, and to show teachers how to use such techniques as differentiated instruction and the workshop model to educate our ELLs.

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

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

In addition, ELL teachers receive professional development during common planning time, lunch, before or after school in each for each of the topics below:

Professional Development Schedule

Month	Topic(s)
September	LEP Identification Process
	Common Core Standards
	Curriculum Mapping
	Graphic Organizers for ELLs
October	S.M.A.R.T. Goals
	Assessment for Learning (AFL) Strategies
	RA-TA-TA and IR (America's Choice)
	Pearson Diagnostic Exam
	Assessing Student Work
	Common Assessments and Test Design
November	Castle Learning
	Common Core Standards
	Classroom Management
	Achieve3000
	Test Item Analysis
December	Assessing Student Work
	Curriculum Mapping
	Tasks and Rubrics
	Reading Conferences
February	Compiling BESIS
	Teaching Content-Based Vocabulary
	Collaborative Learning
March	Assessing Student Work
	Achieve3000 Data Reports
April	Curriculum Mapping
	Common Assessments
May	NYSELAT
	Test Item Analysis

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?
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	Assessing Student Work
	Achieve3000 Data Reports
	Curriculum Mapping
March	Common Assessments
	NYSELAT
	Test Item Analysis
April	Assessing Student Work
	Curriculum Mapping
May	Data Analysis
	Achieve3000 Data Reports
	Evaluating Student Progress

E. Parental Involvement

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

1. EBT has an established Parent Teacher Association (PTA) that meets on a monthly basis that addresses the needs of all parents, including the parents of ELLs. At the beginning of the school year, parents also participate in an orientation where they visit the school, participate in a school tour, observe classes, and meet the faculty and staff. Teachers and administrators conclude the event with a question and answer session. In addition, there are numerous opportunities for all parents to participate in events such as the The Metropolitan Opera HD Live series, school performances, Saturday Institute, and educational field trips such as college visits. Parents are invited to attend these activities for their enjoyment. In addition, their help is solicited to help in the planning and supervision of school events.

2. EBT has partnered with agencies such as the Metropolitan Museum of Art, Metropolitan Opera, the Museum of Modern Art, and the St. Nicholas Preservation Corporation in order to provide workshops or services to ELL parents. For example, parents are invited to participate in numerous activities which take place during our school's Saturday Institute program. For example, parents of ELLs are offered instruction on how to use a computer and navigate the Internet for different purposes, including learning English. Computers are available at meetings as well and used for a variety of reasons. For example, if a parent need information about a particular topic, the parent can search for the information using the Internet; direct instruction is offered to parents who need it. Additional services include the presence of an interpreter at meetings, the translation of letters (in the home language indicated on the HLIS) sent home and the use of the Department of Education translation unit.

3. We invite parents to be participants in round-table meetings where organizations such as the Leadership Program generate conversations about the needs of new immigrant parents and how the school can help them to facilitate their acculturation to their new community. In addition, the needs of parents are addressed at school events such as PTA meetings and Open School Night/Afternoon. Furthermore, Principal Holger and his administration maintain an open door policy in order to facilitate effective communication with parents.

4. During these round table discussions, we can assess the needs of parents of ELLs. Parents are provided with information about resources available to them and their community such as health clinics, immigration services, arts organizations, GED programs, English classes, etc. Parents are also encouraged to participate in school tours, observe classes, and meet the EBT faculty and staff.

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)										9	6	1	4	20
Intermediate(I)										15	16	7	10	48
Advanced (A)										9	4	7	10	30
Total	0	0	0	0	0	0	0	0	0	33	26	15	24	98

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										2	1	0	1
	I										9	13	2	5
	A										7	7	9	7
	P										15	6	5	9
READING/ WRITING	B										9	6	1	3
	I										15	17	8	8
	A										7	4	8	10
	P										2	0	0	0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	27	0	7	0
Integrated Algebra	3	35	1	24
Geometry	1	25	0	7
Algebra 2/Trigonometry	1	3	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	2	26	0	9
Living Environment	3	35	1	29
Physics	0	0	0	0
Global History and Geography	15	19	1	2
US History and Government	9	6	6	0
Foreign Language	0	38	0	38
Other	0	0	0	0
Other	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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

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.

Part VI: LAP Assurances

School Name: <u>Enterprise, Business & Tech</u>		School DBN: <u>14K478</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Holger Carrillo	Principal		11/3/11
Mitch Schrage	Assistant Principal		11/3/11
	Parent Coordinator		
Kenneth Klein	ESL Teacher		11/3/11
Melissa Plowden-Norman	Parent		11/3/11

School Name: Enterprise, Business & Tech

School DBN: 14K478

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lori Goodman/ESL	Teacher/Subject Area		11/3/11
John Heegle/Social Studies	Teacher/Subject Area		11/3/11
	Coach		
	Coach		
Nelia Rivera	Guidance Counselor		11/3/11
Roberto Hernandez	Network Leader		11/3/11
	Other		

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Enterprise, Business & Tech	DBN: K478
Cluster Leader: Jose Ruiz	Network Leader: Roberto Hernandez
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input type="checkbox"/> *Saturday academy <input type="checkbox"/> *Other:
Total # of ELLs to be served: 86
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> *9 <input type="checkbox"/> *10 <input type="checkbox"/> *11 <input type="checkbox"/> *12
Total # of teachers in this program: 15
of certified ESL/Bilingual teachers: 4
of content area teachers: 11

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

The High School for Enterprise, Business and Technology offers a bilingual/ESL program that currently serves 86 students in grades 9-12. Our program meets New York City LAP guidelines, which are: Beginners, 40% English, 60% Spanish; Intermediate, 50% English, 50% Spanish; Advanced, 75% English, 25% Spanish. In other words, beginning ESL students will have three periods per day of ESL instruction, intermediate students will have two periods a day of ESL instruction, and advanced students will have one period per day of ESL instruction. ELLs will receive instruction in bilingual subject area classes. Our ESL teachers are fully licensed and highly qualified.

The primary goal of the Direct Instruction Supplemental Program is to help students become proficient in each of the four modalities (listening, speaking, reading, and writing) of the English language. By doing so, students will be better prepared for the New York State English As a Second Language Achievement Test (NYSESLAT) and Regents exams. In order to facilitate student learning, we must teach metacognitive skills in each of the four areas of language proficiency. For example, we must teach reading comprehension skills such as determining importance in text, summarizing, identifying the main idea, understanding vocabulary through context, distinguishing fact versus opinion, citing evidence from the text, etc. When students possess these metacognitive skills, they can apply them to any content area.

Furthermore, we will teach students the importance of becoming active participants in their own language learning. Through this supplemental program, we will emphasize the need for each student to know his or her own learning style (visual, auditory or kinesthetic) and conative style (also known as trying style). Students will be taught how to assess their own strengths and areas in need of growth. This can be accomplished by showing students how to target skills that need to be sharpened through the use of formative and summative assessments (e.g., unit exams, reading conferences, teacher feedback, etc.).

The curricula for English Language Learners (ELLs) in both the Free Standing and the Transitional Bilingual Education Programs are aligned with New York State Standards and Common Core Learning Standards. In order to assist ELLs in demonstrating proficiency of these standards, we need the Direct Instruction Supplemental Program.

This program is open to all ELLs all in all subgroups [beginners, intermediates, advanced and students with interrupted formal education (SIFEs)] and all grade levels (9 -12). Instruction is targeted based on the individual needs of each student.

EBT offers a Saturday Institute that meets for 8, three-hour sessions during the months of November, December and January. In addition, after-school tutoring is offered twice per week for an hour and a half for 16 sessions during the months of April, May and June. ELLs also may meet with ESL and content area teachers for 1:1 tutoring during their lunch periods and after school five days per week, Monday

Part B: Direct Instruction Supplemental Program Information

through Friday, during the entire school year. For this program, we offer all 86 of our ELLs credit-recovery in the core academic subject areas (English, social studies, mathematics, and science). In addition, students have the opportunity to participate in cultural immersion activities, such as attending Metropolitan Opera performances in person or broadcast into EBT's auditorium; attending Broadway theatre performances in collaboration with the Grand Street Campus High Schools Audience Development Program; and visiting museums throughout New York City, such as the Museum of Modern Art.

The primary language of instruction for the programs is English. In addition, Spanish is frequently used to facilitate students' understanding of the material.

There are 15 teachers in this program who help ELLs with their acquisition of the English language. The two teachers who teach for the Saturday Institute and after school programs are certified ESL teachers. Additional 1:1 tutoring during lunch periods and after school is completed by teachers licensed in English, mathematics, science, social studies, and foreign language.

Supplementary materials that will be used for the extended-day programs and the ELL component of our Saturday Institute include Getting Ready for the NYSESLAT and Beyond, Kaplan ELA Regents Prep books, bilingual dictionaries, Oxford picture dictionaries, Visions textbooks and workbooks and classroom libraries. In addition, students will have use online programs such as Castle Learning and Achieve3000. The use of this software will provide students with real-life social and cultural situations, authentic language contexts and native speech that will help students move more effectively toward English language proficiency. Lastly, a mobile computer lab consisting of 20 Apple laptops is available to ELLs.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Our ESL teachers, our UFT Teacher Trainer, and our network all provide professional development seminars that addresses the needs of ELLs. Workshops are offered during faculty and department meetings as well as during days designated by the DOE as professional development days. The focus of the professional development is to make teachers aware of the different needs and learning styles they will encounter with ELLs, and to show teachers how to use such techniques as differentiated instruction and the workshop model to educate our ELLs.

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

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

Part C: Professional Development

-Language Allocation Policy (LAP)

In addition, teachers who serve our ELLs will be offered professional development during common planning time, lunch, before or after school in each for each of the topics below. This professional development will be offered by Mr. Klein, the ESL coordinator at EBT:

Professional Development Schedule

September

LEP Identification Process

Common Core Standards
Curriculum Mapping

Graphic Organizers for ELLs

S.M.A.R.T. Goals

October

Assessment for Learning (AFL) Strategies

RA-TA-TA and IR (America's Choice)

Pearson Diagnostic Exam

Assessing Student Work

Common Assessments and Test Design

Castle Learning

Common Core Standards

Classroom Management

November

Achieve3000

Test Item Analysis

Assessing Student Work

Curriculum Mapping

Part C: Professional Development

Tasks and Rubrics

Reading Conferences

December

Compiling BESIS

Teaching Content-Based Vocabulary

Collaborative Learning

Assessing Student Work

February

Achieve3000 Data Reports

Curriculum Mapping

Common Assessments

March

NYSELAT

Test Item Analysis

Assessing Student Work

April

Curriculum Mapping

Data Analysis

May

Achieve3000 Data Reports

Evaluating Student Progress

Part C: Professional Development

Staff members are sent to professional development programs for high school teachers that help them understand the developmental needs of young adolescents, especially when transitioning from middle school to high school. These professional development workshops are often provided by the network, the UFT and local colleges.

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

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: 1. EBT has an established Parent Teacher Association (PTA) that meets on a monthly basis that addresses the needs of all parents, including the parents of ELLs. At the beginning of the school year, parents also participate in an orientation where they visit the school, participate in a school tour, observe classes, and meet the faculty and staff. Teachers and administrators conclude the event with a question and answer session. In addition, there are numerous opportunities for all parents to participate in events such as the The Metropolitan Opera HD Live series, school performances, Saturday Institute, and educational field trips such as college visits. Parents are invited to attend these activities for their enjoyment. In addition, their help is solicited to help in the planning and supervision of school events.

EBT has partnered with agencies such as the Metropolitan Museum of Art, Metropolitan Opera, the Museum of Modern Art, and the St. Nicholas Preservation Corporation in order to provide workshops or services to ELL parents. For example, parents are invited to participate in numerous activities which take place during our school's Saturday Institute program. For example, parents of ELLs are offered instruction on how to use a computer and navigate the Internet for different purposes, including learning English. Computers are available at meetings as well and used for a variety of reasons. For example, if a parent need information about a particular topic, the parent can search for the information using the Internet; direct instruction is offered to parents who need it. Additional services include the presence of an interpreter at meetings, the translation of letters (in the home language indicated on the HLIS) sent home and the use of the Department of Education translation unit.

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

Part D: Parental Engagement Activities

addressed at school events such as PTA meetings and Open School Night/Afternoon. Furthermore, Principal Holger and his administration maintain an open door policy in order to facilitate effective communication with parents.

During these round table discussions, we can assess the needs of parents of ELLs. Parents are provided with information about resources available to them and their community such as health clinics, immigration services, arts organizations, GED programs, English classes, etc. Parents are also encouraged to participate in school tours, observe classes, and meet the EBT faculty and staff.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

