



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



2011-2012  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)

SCHOOL NAME: EBC HIGH SCHOOL FOR PUBLIC

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 32K545

PRINCIPAL: SHAWN BROWN

EMAIL: SBROWN22@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
Shawn Brown	*Principal /Staff member	
Joseph Mungoli	*UFT Chapter Leader	
Belgica Martinez	*PA/PTA President	
	DC 37 Representative, if applicable	
Edward DeJesus Amos Drain	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Nicole Favard	Member/Chair	
Dr. Karen Reid	Member/UFT	
Darnese Olivieri	Member/UFT	
Ismenia Martinez	Member/Parent	
Jacqueline Dosal	Member/Parent	
Dellanira Rodriguez	Member/Parent	
Angelica Santiago	Member/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

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, the number of 9<sup>th</sup> and 10<sup>th</sup> grade students earning 10 or more credits will increase by 10%.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

This goal was generated based on last year's progress report.

- Last year on the school's progress report, credit accumulation was fairly low.
- Only 47.5% of the students within the lowest third received 10 or more credits in their first year.
- This is significantly low especially based on our school's peer index group.
- Due to how this progress impacts the school's overall scholastic achievement, it was decided to make this a school-wide goal.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) Strategies/activities that encompass the needs of identified student subgroups.
  - b) Staff and other resources used to implement these strategies/activities.
  - c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities.
  - d) Timeline for implementation.

To address this challenge the school has created several different teacher teams both lateral and horizontal.

- Each grade level has a functioning inquiry team.
- This inquiry team meets once a week to analyze student data, develop instructional strategies to address student needs and develop appropriate assessments across all content areas.
- Each marking period administration will review and discuss passing percentages with all pedagogues.
- An alternative schedule has been set for students in need of additional assistance academically.
- A study hall period has been added to the end of the school day, with teacher support for students who need assistance.
- Teachers will come in after school to provide individual tutoring sessions.
- Teachers will also tutor students on Saturdays during the Saturday Academy program.
- The school uses virtual credit recovery software, Plato, three periods per day.
- Special education and ESL teachers will meet weekly to plan lessons and discuss student achievement.
- Each content area has created credit recovery packages which adhere to common core and New York State standards based on the student's grade levels.
- Additionally, the school uses Datacation

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

The school has created a case conferencing protocol.

- Each week students within the lowest third are discussed by all content area teachers on the team.

- Along with content area teachers, a representative from the guidance team is also a part of the session.
- At the midpoint of the first marking period for each term progress reports are mailed home to inform parents of their child's academic status.
- Two weeks prior to the end of the first marking period for each term, parents of students identified with the greatest needs are called in to discuss student progress and to create a collaborative educational plan.
- The parent coordinator and parent volunteers mail out the progress reports and schedule meeting times with parents.
- During these meetings parents are encouraged to take part in the process of their child's current status as well as provide any additional information that is pertinent to the student's case.
- Parents are given the opportunity to inform staff of social/emotional needs or financial challenges.
- Additionally, parents are also given the opportunity to undergo parental training classes with the guidance team.

#### Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

To assist in the development of Highly Qualified Teachers all teaching staff has been placed on grade level teams and undergo lesson tuning and instructional tuning protocols:

- Each teacher is on a rotating schedule where they provide the rest of the team with a lesson they plan on teaching or have already taught.
- Each lesson plan is discussed, analyzed and evaluated from several perspectives.
- Teachers are then given constructive criticism from each content area on how to improve on the structure of their lessons.
- After the lesson is revised and edited teachers are given back on how to deliver the lesson based on the advice that was given.
- The lesson tuning protocol will serve as the foundation for developing department curriculum maps for every grade level.
- The maps that are developed will eventually inform the lesson tuning process during the following school year
- At the present time our school is focusing on differentiation of instruction.
- Instructionally the school adheres to a workshop model of instruction.
- The school's focus is on domain 3b (questioning) and domain 3C (student engagement) of Charlotte Danielson's text.

#### Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Violence prevention program – presently our school has advisory.

- Each teacher is given a specific group of students that they meet with at least twice a week.
- During advisory sessions teachers adhere to aspects of the advisory curriculum that focuses on violence prevention.
- Students have the opportunity to discuss major issues like peer pressure, gang violence and violence at home.
- The guidance team also has a set schedule for group guidance where specific preventative tools are provided for students.
- The guidance counselors also make themselves available to discuss issues around violence prevention on an individual basis.
- The school social worker provides additional support and works with specific students with more targeted needs.

Nutrition program –

- Courtney Rogers from *Health Corps* is working with the students around nutrition.
- Ms. Rogers works alongside the health teacher to lead workshops, teach classes and facilitate group discussions with students around obesity, nutrition, exercise and general health concerns.
- She has a core group of students assisting her efforts with the creation of a bulletin board, informing students of health choices and how it relates to their academic growth.
- Ms. Rogers runs a monthly health stand where she provides healthy snacks for the students and explains the nutritional value of these foods.
- Ms. Rogers also leads an after school health and wellness program.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

TLFSF, TITLE I SWP, TLPARENT COORD, ARRA RTTT CITYWIDE INST EXP; ARRA TRRR DATA SPECIALIST, C4E FUNDS WILL BE UTILIZED TO PROVIDE AFTER SCHOOL CREDIT RECOVERY, PEER TUTORIALS AND INQUIRY BASED CORE CURRICULUM STUDIES/PROGRAMS; RAISE UNQUALIFIED STAFF TO MEET NCLB LEVELS (HQ); RAISE ACADEMIC CREDITS TOWARDS GRADUATION AND ATTENDANCE OUTREACH PROGRAMS WITH PARENTAL COOPERATION ; PD FOR STAFF; ENLIST OUTSIDE ORGANIZATIONS/ SCHOOL STAFF/PARENTS TO COOPERATIVELY WORK TO SUPPORT OUR JOINT GOALS AND TO PROVIDE POSITIVE DIALOGUE/FEEDBACK THROUGH MONTHLY MEETINGS.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
By June 2012, 75% of the teachers will integrate Common Core writing stands and Differentiated models into lessons as evidenced by administrators' observations of classroom teaching and feedback given to administrators from grade teams.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The need to improve instruction is based on several components within lashes progress report

- Instruction or poor instruction is a direct correlation to our graduation /passing rates
- Only 74.8% of our students graduated within six years.
- Only 60.1% of our students graduated high school in four years.
- Our four year graduation rate percentage is below average for our peer index group.
- It is also below average in comparison to other schools in the city with a similar student population.
- Our Regents passing rates are above average for our peer index group in English, Mathematics and Science.
- However for Global History and United States History our Regent scores are severely below average for our peer index group. All of this is a direct reflection of poor instruction within our classrooms.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

Based on research the school has realized that a traditional, teacher centered classroom is not conducive and does not show gains academically. Research also tells us that students have a 20 minute ability to maintain focus on one specific focus. Because of the awareness that certain instructional practices have contributed to our schools status and the recognition of a need for change, the entire school will be adapting to a workshop model of teaching.

- The instructional teacher-team facilitators meet with the principal on a weekly basis to collaboratively develop goals and strategies in leading each grade level around these areas of concern
- In the school's handbook, and also during on-going professional development the administrative team will discuss instructional models for the school

- Additionally we will be rolling out specific ways that we plan on infusing the common core standards for reading and writing in all content areas.
- Analyzing past Regents exams have assisted the teaching staff and administration in identifying that our students have difficulty in responding to informational texts using academic vocabulary.
- The administrative team will use Danielson's framework as a critical lens for determining the instructional needs of all teachers.
- Teacher teams will also participate in an inter-visitation protocol on a monthly basis.
- Teachers will also produce curriculum maps that reflect common core standards and the differentiated instruction.
- Administration will meet with each teacher to review their curriculum maps and revise when and where needed.
- The school will focus on Danielson's framework specifically domains 3B and 3C (questioning and student engagement).
- We have developed a protocol (Instructional Rounds) around how administration and staff work in collaboration to observe the lessons and evaluate its effectiveness on student achievement.
- The school is also presently in the process of purchasing technology that is conducive to learning and creating a differentiated learning environment.
- The Guidance team has set up meeting times with students who fit the criteria to discuss the possibility of transferring them to alternative education center
- Teachers are continually attending outside professional development that is provided by the Administrative staff.

#### Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parental involvement around this goal will primarily come from the input of parents on the SLT and weekly meetings with the parent coordinator and representation from the parent association

- Guidance, the parent coordinator and members of the parent association work together to host parent meetings held at the beginning of the school year
- Parent conferences are held by guidance, advisors and content area teachers for students who have been identified as "at-risk"
- Open school nights are another opportunity for parents to gain knowledge about teacher practices and student achievement.
- Progress reports will be sent home during the first marking period
- Case-conferencing provides an opportunity for parents to meet with teachers from all content areas to discuss teaching practices and student achievement.

#### Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

To ensure that current staff becomes highly qualified teachers administration will conduct random, frequent lesson observations.

- Administration would also be modeling instructional expectations for teachers in need.
- Untenured teachers will have teacher-mentors that will guide the instruction and assist in developing best practices, understanding New York State and Common Core standards.
- Professional learning communities will continuously and intentional be developed along with the implementation of instructional rounds.
- Teachers are equipped with a DOE Netbook which can be used to infuse technology, understand student data, etc.
- Teacher have been trained on and have access to Datacation
- Monthly faculty meetings are held by administration to address instructional needs
- Teachers have been trained in SESIS in order to better differentiate lesson plans for ICT classrooms

#### Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Several SES program work in collaboration with the school:

- El Puente
- Champion Learning Center
- TestQuest
- Educate Online
- College Now

- Yearly Health Fair coordinated by Physical Education and Health Department

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

TLFSF; ARRA TRR CITYWIDE INST EXP; ARRA TRRR DATA SPECIALIST;C4E;TLPARENT COORDINATOR;TITLE I SWP; TITLE III LEP; TLNYSTL HARDWARE ,LIBRARY AND TEXTBOOK- STAFFING TO MEET IDENTIFIED STUDENT ACADEMIC WEAKNESSES TO RAISE ATTENDANCE RATES, GRADE ADVANCEMENTS TOWARD REGENT DIPLOMA AND TO PROVIDE A SAFE LEARNING ENVIRONMENT IN ASSOCIATION WITH OUTSIDE AGENCIES, BRINGING TECHNOLOGIES AND TRAINING INTO THE CLASSROOM TO IMPROVE INSTRUCTIONS.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, academic expectations, school safety and communication between staff members will improve, as measured by an increase of 30% in the School Environment score on the Progress Report.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The above-mentioned goal is based on last year's progress report, more specifically the school environment score; out of a possible 15 points our school scored 2.4

- For academic expectations we received a 6.5
- In the area of communication we received a 5.2
- For student engagement received 5.7
- For safety and respect we received a 6.7
- All of these averages are way below the city and peer groups average.
- Because of these results we made a decision to focus on creating the best environment conducive for learning.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

In order to achieve this goal we have created several strategies and activities.

- We have created a discipline team.
- The discipline team is constructed of a Dean and two community assistants.
- This team meets on a weekly basis to review several safety-related and attendance issues.
- Each week agendas are created, minutes are taken and follow-up is done to ensure that the school's environment is conducive to learning in all areas.
- Members of the discipline team assist teachers in need of behavioral management strategies.
- The discipline team also conducts training for the entire staff regarding working with students that have severe behavioral problems.
- The administrative team meets with the UFT representative on a weekly basis to discuss teacher concerns and suggestion on improve the school community.
- At these meetings the representative are given the opportunity to express the concerns, thoughts and suggestions of the teaching staff.
- A ladder of referral plan has been created in order to address student behavioral challenges.
- The Discipline team collaborates with the Special Education Coordinator to create BIP for students with IEPs
- The guidance team is also used to assist special needs students that are having difficulty both academically and socially.

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parent involvement is an essential component to achieving this goal.

- On a weekly basis the administrative team meets with a representative from the parent association.
- During this time parents are given the opportunity to discuss the concerns as it relates the school and their children
- Once a month the SLT team meets.
- All stakeholders are given the opportunity to share their thoughts about how to improve school culture
- Once a month each grade level has a town hall meeting where parents are invited to attend.
- During this time opportunities are given to raise concerns and hear how students are performing academically
- In meetings we develop a common language regarding student expectations.
- There are approximately 5 parent volunteers that work with the parent association president and the parent coordinator.
- Each week these individuals meet with administration to construct plans around parent outreach.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Teachers will undergo professional development regarding outreach, dealing with behavioral issues and working in collaboration with other staff members.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

We have several SES and nonprofit organizations that also assist the school in these efforts:

- El Puente
- Champion Learning Center
- TestQuest
- Educate Online
- College Now
- Yearly Health Fair coordinated by Physical Education and Health Department

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

TLFSF; TITLE I SWP;TITLE I TRANSLATION;C4E TLPARENT COORDINATOR HS TO PROVIDE SUPPORT SERVICES AND PER SESSION ACTIVITIES TO MEET STUDENT ACADEMIC AND EMOTIONAL NEEDS

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Daily student attendance for all students will improve by 5% as measured by the monthly attendance reports generated by Automate the System (ATS).

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Based on last year's progress report the school's attendance rate was approximately 80.6%. In relation to update index group it is below average by 5%.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) Timeline for implementation.

Research shows that attendance is a direct correlation to the graduation rate.

- Due to an obvious deficiency in this area, we have created an attendance team.
- We have two family workers that will be utilized to help raise the attendance percentages.
- We are presently in the process of hiring a Data Specialist and an Attendance Team leader.
- Each family worker will be providing outreach to the students who are LTA and frequently absent.
- Lunch detention has been implemented in efforts to curb tardiness for first and second period classes
- Track and disaggregate ATS data searching for patterns and trends amongst the differing student groups.
- Send letters out and do postal traces for students we are unable to be reached by phone.
- Use the network attendance teacher two days every week to make home visits to students who present chronic problems with attendance.
- Have the school guidance counselor ensure that all 407s and LTA are dealt with speedily.
- Meet with the attendance committee daily for short 15 minute check-ins and weekly extended meetings with agendas and minutes.
- Develop an attendance plan to address the needs of our students.
- Hold attendance competitions across the grade teams.
- Use positive reinforcement incentives to reward students for 90% attendance.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- *School Messenger* has been implemented. This web-based service is used to call students daily to ensure their attendance.
- Set up parent conferences and create student contracts for chronically absent and late students.
- The School's Pupil Secretary continually updates student demographics via parent visits, open school nights, case-conferencing and advisory
- Parents have access to Datacation

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- Teachers submit daily attendance reports
- Teachers are provided with weekly cut sheets
- Teachers have been trained on and have access to Datacation
- Teachers are given daily conduct sheets to track attendance

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Attendance Team
- Guidance Team
- We have an advisory team that meets with students daily to discuss various topics regarding violence (i.e. gang violence, peer pressure)
- Discipline Team
- *School Messenger*
- *Datacation*

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

TLSFS; TL TRANSLATION SERVICES; TL PARENT COORDINATOR; TITLE I TRANSLATION SWP; C4E; AIDP TO BUILD A COOPERATIVE TEAM TO ENHANCE STUDENT ACADEMIC ACHIEVEMENT TOWARDS GRADUATION.

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
By June 2012, all Special education and ELL students will improve academic performance by 10%, which will be identified by credit accumulation, credit recovery and regents passing rates so that the school will meet Adequate Yearly Progress (AYP) targets for the 2011-2012 school year.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.  
The school's ELL and special education population did not make AYP last year. Based on last year's progress report, it has been identified that we received 2 out of 14 points towards closing the achievement gap for these students. The report indicates that the school has fewer than 10 eligible students in one of the weighted diploma rate categories.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- Instructionally our school will be using alternative collaborative team teaching methods, using Danielson's framework for teaching resources, utilizing the workshop model of instruction, using strategies developed from inquiry team work, using a lesson tuning protocol and case conferencing these students' work.
- Teachers will create and deliver differentiated lesson plans based on student data.
  - Teachers will utilize Charlotte Danielson's framework for teaching rubric (goal appropriate aspects of component 3B and 3C) as a critical lens when conducting inter-visitations.
  - Teachers will be provided professional development opportunity to support differentiation instructional models.
  - Teachers will be trained on how to utilize the six models of collaborative team teaching for special education and ELL students.
  - Through a lesson tuning process each teacher's lesson will be peer reviewed, analyze for adherence to New York State and common core standards, critiqued on the use of the workshop model of instruction and given feedback regarding the level of differentiation being utilized.
  - Each teacher will provide a curriculum map to outline their instruction. These curriculum maps will be evaluated by administration and edited to ensure that all New York State and common core standards are implemented.
  - The administrative team will be using domains 3B and 3C as a tool to articulate high teacher expectations and professional development for all teachers.
  - The administrative team will be engaged in short, frequent cycles of classroom visits, grade team case conferencing of student work and provide timely feedback based on domains 3B and 3C.
  - A lesson observation tracker will be used to document all lesson observations for the entire staff. All teacher commendations and recommendations will be guided by Charlotte Danielson's domains 3B and 3C.
  - The administrative staff will also attend professional development sessions provided by network teams on a monthly basis in order to provide high quality feedback to teachers.
  - Each teacher will provide at least two forms of assessments for students for each marking period.
  - Teacher-teams will create an inter-visitation template in which the critical lens of all observations will be differentiation.
  - The staff will collaboratively conduct instructional rounds in which administration and staff work in alliance to observe the echelon of differentiation in each class.
  - Collect and scrutinize student work through the specific lens of the common core writing standards and differentiation
  - Utilize alternative collaborative team teaching models of instruction for special needs students.
  - Utilize title 1 funding to purchase technology (smart boards, projectors, tape recorders, etc.) that is advantageous to creating a differentiated learning environment that will meet the needs of general, special, and ELL students.
  - All content area teachers will develop exit slips that will be used for students to articulate their reasoning behind their solutions to mathematic problems, understanding of the lesson's purpose,

while using academic vocabulary.

- Teachers will create grading rubrics for student work and utilize these rubrics to inform students of their current progress towards grade level standards.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Professional development will be provided by the school's network team, a mentoring program will be initiated for all new teachers, and grade teams will be constructed to have a mixture of highly qualified, tenured and probationary teachers. Each semester all teachers will be expected to attend at least two professional development training sessions that pertain to their areas of instruction that need to be improved.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- A group guidance schedule has been created for all students and focuses on academic and social issues (violence prevention).

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

TLSFS; TL TRANSLATION SERVICES; TL PARENT COORDINATOR; TITLE I TRANSLATION SWP; C4E; AIDP TO BUILD A COOPERATIVE TEAM TO ENHANCE STUDENT ACADEMIC ACHIEVEMENT TOWARDS GRADUATION.

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	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9	37	59	42	115	120	9	20	17
10	32	82	52	119	31	3	15	5
11	27	67	63	102	106	10	15	3
12	51	47	60	160	84	10	23	8

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
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ELA

Based on past Regents exams the English department has determined that the academic focus should be developing the student's ability to unpack the meaning in complex sentences and use content specific vocabulary in their writing. The department-wide goal is to increase student knowledge and use of academic language.

To address this need the following has been put in place:

1. Teachers are placed on teams in order to continuously seek and share in their learning and best practices. The purpose of this action is to enhance teacher effectiveness. Through discussing best practices, instructional strategies, differentiation, lesson planning, code teaching methodologies and inquiry work our students' level of achievement will be significantly enhanced.

2. We have created grade and department level professional learning communities. Common planning time has been set aside for these teams to meet three times per week. At these meetings all content area teachers are represented as well as special-education and ESL teachers. Our guidance team is also part of these communities. These meetings take place on Monday, Wednesday and Friday during each teacher's professional period. Below you will find a detailed description of what takes place on each day during these meetings.

- Monday – lesson tuning protocol: In order to develop a common language regarding instructional practices we have created a lesson tuning protocol. During this time each teacher is given the opportunity to share their lesson plan. All stakeholders are given the opportunity to review this lesson plan. During the primary review of this lesson plan, staff members are given the opportunity to ask clarifying questions. The teacher is also given the opportunity to share what data was used to create this lesson, provide evidence of differentiation and the use of academic vocabulary. Members of the professional learning community are then encouraged to discuss how the lesson plan can be enhanced. The facilitator's records and documentation is placed in a binder for follow-up. The teacher is then encouraged to use the input received from her/his colleagues. During the final round of the lesson tuning protocol the teacher then informs the professional community of how the suggestions made have enhanced student learning.
  
- Wednesday – case conferencing: Based on last year's progress report, several students within the lowest third did not pass classes, Regents exams or graduate at their designated time. Because of this we evaluate these students on a case-by-case basis. This is being done to ensure that we are properly servicing our children both academically and socially. To address this we've created a case conferencing protocol. Each student within the lowest third is thoroughly evaluated by all content area teachers and related service providers. Each content area teacher provides quantitative and qualitative data. Each member of the professional learning community identifies at least two strengths and two weaknesses within the student. Each member must also identify "noticed" patterns in the student's academic performance and behavior. The next step is for each member to provide a strategy that will be used in the future to assist the student. All information must be based on data. All information is also documented and placed in the students file. The guidance team is also part of this professional learning community. They provide information regarding the student's social/emotional challenges. By doing this we will be able to identify if the student is having challenges in one specific content area or if it is a challenge that is occurring throughout all content areas and can be identified holistically. The next round of case conferencing for each student is used as a follow-up. Members of the professional learning community discuss how "next steps" and strategies were utilized to help the student. The student is present during this process as well as the parent, when available.
  
- Friday – inquiry team work: Each grade level also functions as an inquiry team on Fridays. Each inquiry team selects a target population of students that are struggling in certain areas. These students are chosen with objective data and are lined with the school's focus and PPR goals. The group of students that we have chosen to work with is our lowest third on all grade levels. Based on teacher assessments, state test, periodical assessments and informal observations we have

	<p>identified a targeted skill deficiency. As a school the targeted skill that we will be focusing on is a comprehension and utilization of academic vocabulary. We are now focusing on a specific strategy that we will use holistically as a school. We are in the process of identifying whether this strategy is effective or if we need to utilize an alternate strategy. We will again be using objective data to identify if the strategy is benefiting our students. We will be utilizing the services of a Data Specialist that will be tracking all student progress. We also will be creating benchmarks and assessments to evaluate the effectiveness of the strategy.</p> <ul style="list-style-type: none"> <li>• School-wide homework help/tutoring program during period 9. PM School and Regents Prep from 4 pm-6 pm. Saturday School from 10 am-1 pm. Plato on-line credit recovery program and independent study.</li> <li>• Four tenth grade sections of World in Literature and History classes have been created to infuse the common core writing standards into the departmental curriculum</li> <li>• Seven eleventh grade sections of American in Literature and History Classes have been created to infuse the common core writing standards into the departmental curriculum</li> <li>• Six sections of English 2 with an emphasis on Global Studies focus is in development for the spring semester</li> </ul>
<p>Mathematics</p>	<p>Based on past Regent’s exams, the Mathematics department has determined its academic focus should be developing student’s ability to translate the word problems into mathematical language.</p> <p>To address this need the following has been put in place:</p> <ol style="list-style-type: none"> <li>1. Teachers are placed on teams in order to continuously seek and share in their learning and best practices. The purpose of this action is to enhance teacher effectiveness. Through discussing best practices, instructional strategies, differentiation, lesson planning, code teaching methodologies and inquiry work our students’ level of achievement will be significantly enhanced.</li> <li>2. We have created grade and department level professional communities. Common planning time has been set aside for these teams to meet three times per week. At these meetings all content area teachers are represented as well as special-education and ESL teachers. Our guidance team is also part of these communities. These meetings take place on Monday, Wednesday and Friday during each teacher’s professional period. Below you will find a detailed description of what takes place on each day during these meetings. <ul style="list-style-type: none"> <li>• Monday – lesson tuning protocol: In order to develop a common language regarding instructional practices we have created a lesson tuning protocol. During this time each teacher is given the opportunity to share their lesson plan. All stakeholders are given the opportunity to review this lesson plan. During the primary review of this lesson plan, staff members are given the opportunity to ask clarifying questions. The teacher is also given the opportunity to share what data was used to create this lesson, provide evidence of differentiation and the use of academic vocabulary. Members of the professional learning community are then encouraged to discuss how the lesson plan can be enhanced. The facilitator’s records and documentation is placed in a binder for follow-up. The teacher is then encouraged to use the input received from her/his colleagues. During the final round of the lesson tuning protocol the teacher then informs the professional community of how the suggestions made have enhanced student learning.</li> <li>• Wednesday – case conferencing: Based on last year’s progress report, several students within the lowest third did not pass classes, Regents exams or graduate at their designated time. Because of this we evaluate these students on a case-by-case basis. This is being done to ensure that we are properly servicing our children both academically and socially. To address</li> </ul> </li> </ol>

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Science	<p>Based on past Regent’s exams, the Science department has determined its academic focus should be developing student’s ability to make connections between their schema and the new content learned in order to apply the scientific knowledge to lab responses. The department goal is to increase student knowledge and use of academic language.</p> <p>To address this need the following has been put in place:</p> <ol style="list-style-type: none"> <li>1. Teachers are placed on teams in order to continuously seek and share in their learning and best practices. The purpose of this action is to enhance teacher effectiveness. Through discussing best practices, instructional strategies, differentiation, lesson planning, code teaching methodologies and inquiry work our students’ level of achievement will be significantly enhanced.</li> <li>2. We have created grade and department level professional communities. Common planning time has been set aside for these teams to meet three times per week. At these meetings all content area teachers are represented as well as special-education and ESL teachers. Our guidance team is also part of these communities. These meetings take place on Monday, Wednesday and Friday during each teacher's professional period. Below you will find a detailed description of what takes place on each day during these meetings. <ul style="list-style-type: none"> <li>• Monday – lesson tuning protocol: In order to develop a common language regarding instructional practices we have created a lesson tuning protocol. During this time each teacher is given the opportunity to share their lesson plan. All stakeholders</li> </ul> </li> </ol>

	<p>are given the opportunity to review this lesson plan. During the primary review of this lesson plan, staff members are given the opportunity to ask clarifying questions. The teacher is also given the opportunity to share what data was used to create this lesson, provide evidence of differentiation and the use of academic vocabulary. Members of the professional learning community are then encouraged to discuss how the lesson plan can be enhanced. The facilitator's records and documentation is placed in a binder for follow-up. The teacher is then encouraged to use the input received from her/his colleagues. During the final round of the lesson tuning protocol the teacher then informs the professional community of how the suggestions made have enhanced student learning.</p> <ul style="list-style-type: none"> <li>· Wednesday – case conferencing: Based on last year's progress report, several students within the lowest third did not pass classes, Regents exams or graduate at their designated time. Because of this we evaluate these students on a case-by-case basis. This is being done to ensure that we are properly servicing our children both academically and socially. To address this we've created a case conferencing protocol. Each student within the lowest third is thoroughly evaluated by all content area teachers and related service providers. Each content area teacher provides quantitative and qualitative data. Each member of the professional learning community identifies at least two strengths and two weaknesses within the student. Each member must also identify "noticed" patterns in the student's academic performance and behavior. The next step is for each member to provide a strategy that will be used in the future to assist the student. All information must be based on data. All information is also documented and placed in the students file. The guidance team is also part of this professional learning community. They provide information regarding the student's social/emotional challenges. By doing this we will be able to identify if the student is having challenges in one specific content area or if it is a challenge that is occurring throughout all content areas and can be identified holistically. The next round of case conferencing for each student is used as a follow-up. Members of the professional learning community discuss how "next steps" and strategies were utilized to help the student. The student is present during this process as well as the parent, when available.</li> <li>• Friday – inquiry team work: Each grade level also functions as an inquiry team on Fridays. Each inquiry team selects a target population of students that are struggling in certain areas. These students are chosen with objective data and are lined with the school's focus and PPR goals. The group of students that we have chosen to work with is our lowest third on all grade levels. Based on teacher assessments, state test, periodical assessments and informal observations we have identified a targeted skill deficiency. As a school the targeted skill that we will be focusing on is a comprehension and utilization of academic vocabulary. We are now focusing on a specific strategy that we will use holistically as a school. We are in the process of identifying whether this strategy is effective or if we need to utilize an alternate strategy. We will again be using objective data to identify if the strategy is benefiting our students. We will be utilizing the services of a Data Specialist that will be tracking all student progress. We also will be creating benchmarks and assessments to evaluate the effectiveness of the strategy.</li> <li>• School-wide homework help/tutoring program during period 9. PM School and Regents Prep from 4 pm-6 pm. Saturday School from 10 am-1 pm. Plato on-line credit recovery program and independent study</li> <li>• The science team meets weekly to ensure pacing schedule is uniformed and provide one another uniformed resources</li> </ul>
Social Studies	<p>Based on past Regent's exams, the Global department has determined its academic focus should be developing student's ability to determine what is important within dense texts and identify what's being asked of them in a variety of question types.</p> <p>To address this need the following has been put in place:</p> <ol style="list-style-type: none"> <li>1. Teachers are placed on teams in order to continuously seek and share in their learning and best practices. The purpose of this action is to enhance teacher effectiveness. Through discussing best practices, instructional strategies, differentiation, lesson</li> </ol>

planning, code teaching methodologies and inquiry work our students' level of achievement will be significantly enhanced.

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- School-wide homework help/tutoring program during period 9. PM School and Regents Prep from 4 pm-6 pm. Saturday

	<p>School from 10 am-1 pm. Plato on-line credit recovery program and independent study.</p> <ul style="list-style-type: none"> <li>• Four tenth grade sections of World in Literature and History classes have been created to support the Global Studies Regents need</li> <li>• Seven eleventh grade sections of American in Literature and History Classes have been created to support the United States History need</li> <li>• Six sections of English 2 with a Global Studies focus is in development for the spring semester</li> </ul>
At-risk Services provided by the Guidance Counselor	School Counselors provide academic support through individual and group counseling. We also provide support through Group Guidance class and by facilitating workshops on a push-in basis. We work collaboratively with ESL, Special Education Department, Teachers, Parent Coordinator, and parents to understand students as a whole. Furthermore, we communicate with outside community providers to assist in academic, social/emotional assistance such as El Puente and Family Dynamics. We offer PM school, Prep, Saturday, and summer school for students who need extra support and help with Regents.
At-risk Services provided by the School Psychologist	Three year mandatory evaluation for Special Education Students which includes psychiatric testing and achievement testing. Annual IEP Reviews are conducted. Recommendations are based on evaluations. Services are rendered one-on-one.
At-risk Services provided by the Social Worker	<p>Individual counseling is in a one to one setting on a weekly basis or as needed during the school day. Group counseling is in a small group on a weekly basis and is during the school day. Family counseling is on an as needed crisis basis during the school day with student and involved family members. Crisis intervention is performed as needed during the school day usually in a one to one setting or with other involved staff members. Advisory program for students that are over age and under-credited is in a group setting of 10-12 students and is 4 days a week during the school day. Teen parenting group meets once a week in a small group with support from the CBO, El Puente.</p> <p>All programs are to address social-emotional and behavioral issues that affect a students academics including: family issues (divorce, separation, domestic violence, financial, deportation), coping with stress, grief/loss issues, medical issues, mental health issues, abuse (physical, emotional, sexual), teen pregnancy, absences/truancy, bullying, drop-out prevention, sexuality issues, and substance abuse.</p>
At-risk Health-related Services	Speech, Occupational Therapy, Physical Therapy and Vision. Services are rendered one-on-one and small group.

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.

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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;

EBC High School's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parent(s)/guardian(s), including parent(s)/guardian(s) 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.

EBC has conducted grade level meeting for all parents thus far during the school year. Parents were given information on college applications, how to accurately read transcripts to access their child's progress towards graduation, Supplemental Educational Services that are provided for all students with academic challenges, ELL services that are available for all students, etc.

Here is brief description of the meetings that we have had with all parents with in the school:

Administrative Changes – As a school community we have met with parents to clearly articulate the transitioning of the prior principal. Students were given the opportunity to discuss their concerns, desires, etc. The meeting was held in conjunction with EBC (Eastern Brooklyn Congregations) our school CBO partner.

9<sup>th</sup> grade Parent Orientation – During the first week of September all parents of incoming students were informed of the school rules, regulations, schedule, requirements for graduation, etc. Parents and students were given a tour of the school. Parents were given a luncheon and provided with additional information regarding high school requirements.

ELL – The meeting was designed to inform parents of their rights in regards to selecting an ELL program that is best for their child. The ELL department conducted this session and articulated alternative programs that are available for ELL students. Parents were also shown the Parent Orientation video and given additional literature on supplementary services provided for their children.

Special Education – We conducted several meetings with parents regarding special education services. We have conducted school wide and grade level meetings to discuss topics such as annual review, classroom settings, tri-annual reviews, etc. We have also met with parents regarding alternative settings that may be more appropriate for their students.

12<sup>th</sup> Grade meeting – We have met with the parents of our entire 12th grade to discuss their current standing towards graduation. We provided each parent with their child’s transcript and informed parents of their child’s current academic standing. We also discussed senior activities, college trips, college applications, the college interview practice sessions, tuition assistance programs, etc.

School Leadership Team Meetings – Each month the School Leadership Team has met. Within this meeting several parents are invited to discuss the school’s present standing and changes that are being made to improve the school’s environment. Each meeting has had at least two parents attended along with Ms. Trinidad (Parent Coordinator). Parents assisted in developing the school’s current CEP goals.

Parent Volunteer Program – Ms. Trinidad (Parent Coordinator) has created a parent volunteer program. Within EBC there are at least 3-4 parents volunteering throughout the day. These parents assist the school with translation correspondence on behalf of the school, cafeteria duties, answering phones, raising funds for school events, assisting our school SES program, etc. Each week parents are given the opportunity to meet with administration as well and share their though on how the school can be further developed.

Computer Classes for Parents – We have a basic computer program class for parents. Several of our parents are English Language Learners and have expressed an interest to learn the basic functions of using a computer. As a result of this we have offered a basic computer program in which parents are taught the basic operations of a computer.

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;
- Ms. Trinidad (EBC Parent Coordinator) will serve as a liaison between the school and families. Ms. Trinidad 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. Ms. Trinidad 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 1<sup>st</sup> 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(s)/guardian(s), grandparent(s);
- 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 teachers and parents(s)/guardian(s), 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 1<sup>st</sup> 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 are 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 with 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 follows 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's reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;

- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)**

**School DBN:** 32K545  
Bushwick

**School Name:** EBC High School for Public Service-

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals’ Portal.*

**Phase:**     Improvement Year 1                       Improvement Year 2                       Corrective Action Year 1                       Corrective  
 Action Year 2                                      X Restructuring Year 1                       Restructuring Year 2                       Restructuring  
 Advanced

**Category:**             Basic                       Focused                      X Comprehensive

**Intervention:**         School Quality Review (SQR)                       External School Curriculum Audit (ESCA)  
                                  X Joint Intervention Team visit (JIT)                       Not Required for 2011-2012

**Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.
  1. The need to increase the number of 9<sup>th</sup> and 10<sup>th</sup> grade students earning 10 or more credits by 10% is based on last year’s progress report. One of our major academic issues was that credit accumulation was fairly low. Only 47.5% of the students within the lowest third received 10 or more credits in their first year. This is significantly low especially based on our school’s peer index group. Due to how this progress impacts the school’s overall scholastic achievement, it was decided to make this a school-wide goal.

2. The need to improve instruction is based on several components within last progress report. Poor quality instruction is a direct correlation to our graduation /passing rates. Only 74.8% of our students graduated within six years. Only 60.1% of our students graduated high school in four years. Our four year graduation rate percentage is below average for our peer index group. It is also below average in comparison to other schools in the city with a similar student population. Our Regents passing rates are above average for our peer index group in English, Mathematics and Science. However for Global History and United States History our Regent scores are severely below average for our peer index group. All of this is a direct reflection of poor instruction within our classrooms.
  3. The school's ELL and special education population did not make AYP last year. Based on last year's progress report, it has been identified that we received 2 out of 14 points towards closing the achievement gap for these students. The report indicates that the school has fewer than 10 eligible students in one of the weighted diploma rate categories.
  4. The school did not meet AYP for all Hispanics in Math and ELA. Instructional supports and opportunities for additional help in these content areas need to be effectively implemented to address the overall academic achievement for these subgroups.
2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
1. **Credit Accumulation and ELA/Math AYP:** Each grade level has a functioning inquiry team. This inquiry team will meet once a week to analyze student data, develop instructional strategies to address student needs and develop appropriate assessments across all content areas. Each marking period administration will review and discuss passing percentages with all pedagogues. An alternative schedule will be set for students in need of additional assistance academically. A study hall period will be added to the end of the school day for all students in all content areas, with teacher support for students who need assistance. Teachers will come in after school to provide individual tutoring sessions. Teachers will also tutor and provide credit recovery courses for 9<sup>th</sup> grade students on Saturdays during the Saturday Academy program. After school during the week, there will be PM school and Regents prep courses in ELA, Math, Social Studies and Science for grades 10-12. Each content area has independent study opportunities which adhere to common core and New York State standard and are developed based on the student's grade level needs.
  2. **Regents Passing and Graduation Rates:** The instructional teacher-team facilitators will meet with the principal on a weekly basis to collaboratively develop goals and strategies in leading each grade level around these areas of concern. In the school's handbook, and also during on-going professional development the administrative team will discuss instructional models for the school. Additionally we will be rolling out specific ways that we plan on infusing the common core standards for reading and writing in all content areas. Analyzing past Regents exams have assisted the teaching staff and administration in identifying that our students have difficulty in responding to informational texts using academic vocabulary. Therefore all grade and department teams will be implementing an instructional strategy to improve the understanding and use of academic vocabulary. The administrative team will use Danielson's framework as a critical lens for determining the instructional needs of all teachers. Teacher teams will also participate in an inter-visitiation protocol on a monthly basis. Teachers will produce curriculum maps that reflect common core standards and the differentiated instruction. Administration will meet with each teacher to review their curriculum maps and revise when and where needed. The school will focus on Danielson's framework specifically domains 3B and 3C (questioning and student engagement). We have developed a protocol (Instructional Rounds) around how administration and staff work in collaboration to observe the lessons and evaluate its effectiveness on student achievement. The school is also presently in the process of purchasing technology that is conducive to learning and creating a differentiated learning environment. The Guidance team has set up meeting times with students who fit the criteria to discuss the possibility of transferring them to alternative education center. ELA and Math department chairs will be sent to network PDs to help support the instructional intervention plan.
  3. **Meet AYP for ELLs:** Instructionally our school will be using alternative collaborative team teaching methods, using Danielson's frame work for teaching resources, utilizing the workshop model of instruction, using strategies developed from inquiry team work, using a lesson tuning protocol and case conferencing these students' work. Teachers will create and deliver differentiated lesson plans based on student data. Teachers will utilize Charlotte Danielson's framework for teaching rubric (goal appropriate aspects of component 3B and 3C) as a critical lens when conducting inter-visitations. Teachers will be provided professional development opportunity to support differentiation instructional models. Teachers will be trained on how to utilize the six models of collaborative team teaching for special education and ELL students. Through a lesson tuning process each teacher's lesson will be peer reviewed, analyze for adherence to New York State and common core standards, critiqued on the use of the workshop model of instruction and given feedback regarding the level of differentiation being utilized. Each teacher will provide a

curriculum map to outline their instruction. These curriculum maps will be evaluated by administration and edited to ensure that all New York State and common core standards are implemented. The administrative team will be using domains 3B and 3C as a tool to articulate high teacher expectations and professional development for all teachers. The administrative team will be engaged in short, frequent cycles of classroom visits, grade team case conferencing of student work and provide timely feedback based on domains 3B and 3C. A lesson observation tracker will be used to document all lesson observations for the entire staff. All teacher commendations and recommendations will be guided by Charlotte Danielson's domains 3B and 3C. The administrative staff will also attend professional development sessions provided by network teams on a monthly basis in order to provide high quality feedback to teachers. Each teacher will provide at least two forms of assessments for students for each marking period. Teacher-teams will create an inter-visitation template in which the critical lens of all observations will be differentiation. The staff will collaboratively conduct instructional rounds in which administration and staff work in alliance to observe the echelon of differentiation in each class. Collect and scrutinize student work through the specific lens of the common core writing standards and differentiation. Utilize alternative collaborative team teaching models of instruction for special needs students. Utilize Title 1 funding to purchase technology (smart boards, projectors, tape recorders, etc.) that is advantageous to creating a differentiated learning environment that will meet the needs of general, special, and ELL students. All content area teachers will develop exit slips that will be used for students to articulate their reasoning behind their solutions to mathematic problems, understanding of the lesson's purpose, while using academic vocabulary. Teachers will create grading rubrics for student work and utilize these rubrics to inform students of their current progress towards grade level standards.

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## Part B: For Title I SINI Schools Only

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

The following professional development will be held over the next 6 months. The trainings will target areas of high need. These PDs will be led by highly qualified teachers identified by the administration and their colleagues, as well as members from our network team. Each one of the trainings specifically addresses an area where the school has the greatest need of improvement. Once teachers are given the skills, strategies and resources, through these PDs, we can work as a school community to be removed from school improvement.

- ICT Training: ELLs/SPEDS
- Differentiated Instruction: Product, Process and Content
- Teacher Teams: Meeting protocols, Goal-Setting and Inter-visitations
- Curriculum Mapping: CCS Infusion
- Teaching Strategies: Questioning and Student Engagement
- Technology in the classroom: SMARTboard Training
- New York City Writing Project: Writing Across the Curriculum

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

There are currently two new ELA teachers in the school community. These teachers are being mentored by two highly qualified teachers. One teacher is being mentored by our NYCWP consultant and the other by an 11<sup>th</sup> grade ELA teacher. Both teachers meet with their mentors a minimum of 3 times per week and the hours of their meetings are logged in the DOE mentoring site. Agendas are collected and best practices shared. Based on what works for these two teachers and a protocol created by the teacher teams and administration, distinguished teachers will be identified and asked to mentor teachers with basic instructional practices who need additional support.

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

A parent notification letter, translated in Spanish, will be sent out before January 31, 2012.

**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 <b>Jayne Godlewski/Ada Codova</b>	District <b>32</b>	Borough <b>Brooklyn</b>	School Number <b>545</b>
School Name <b>EBC Bushwick High School</b>			

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

Principal <b>Shawn Brown</b>	Assistant Principal <b>Latasha Gray</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Robert Lombardi</b>	Guidance Counselor <b>Rosaline Rivera</b>
Teacher/Subject Area <b>Ismene Petroustos</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Samary Trinidad</b>
Related Service Provider <b>type here</b>	Other <b>Holly Reichert, SATIF</b>
Network Leader <b>Jayne Godlewski</b>	Other <b>type here</b>

### 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	<b>2</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>591</b>	Total Number of ELLs	<b>99</b>	ELLs as share of total student population (%)	<b>16.75%</b>
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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](#)

1. When a student enters EBC Bushwick and is identified by the pupil personnel secretary as a new entrant to NYC schools and who might be an ELL, the family is referred to Ms. Trinidad, the parent coordinator, and Mr. Lombardi, the ESL teacher, to conduct the HLIS and interview. Based on the responses to the HLIS and oral interview, new entrants are LAB-R tested by Mr. Lombardi. Based on LAB-R scores, new students are scheduled for the appropriate ESL class(es). The NYSESLAT is given each spring by the two licensed ESL teachers, Mr. Lombardi and Ms. Petroutsos. All entitled ELLs are administered the NYSESLAT as per the NYSED guidelines.
2. The ESL teachers, Mr. Lombardi and Ms. Petroutsos, along with the Parent Coordinator, Ms. Trinidad, hold the ELL Orientation Meeting using the EPIC materials and video in Spanish and other languages needed at the beginning of the school year.
3. Entitlement letters and Parent Selection Survey are mailed and backpacked. All letters and selection surveys are provided in both English and the home language. Follow-up is made by the parent coordinator who is bilingual and supports Spanish speaking families with this selection process.
4. Scheduling of ELLs is made in consultation of the guidance counselor, Ms. Rivera, and ESL teachers. The LAB-R results and students' needs are taken in account and reviewed and the student is programmed accordingly as per NYSED ELL regulations.
5. The program choice trend is for transitional biligual education; however, the school only provides ESL. After families are provided with information about which schools have bilingual services, the families chose ESL at EBC because of the location.
6. The number of incoming ELLs is small, and historically, families have requested ESL. The numbers do not allow for TBE. Families prefer to keep their child at EBC Bushwick because of the location and services offered that support their needs.

## Part III: ELL Demographics

### A. ELL Programs

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

### This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										1	1	1	1	4
<b>Push-In</b>										2	2	2	2	8
<b>Total</b>	0	0	0	0	0	0	0	0	0	3	3	3	3	12

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	99	Newcomers (ELLs receiving service 0-3 years)	20	Special Education	20
SIFE	23	ELLs receiving service 4-6 years	26	Long-Term (completed 6 years)	53

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

ELLs by Subgroups											
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
ESL	20	5	1	27	10	4	52	8	15	99
<b>Total</b>	<b>20</b>	<b>5</b>	<b>1</b>	<b>27</b>	<b>10</b>	<b>4</b>	<b>52</b>	<b>8</b>	<b>15</b>	<b>99</b>

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										14	25	16	16	71
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic													1	1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other ____											1	1		2
<b>TOTAL</b>	<b>0</b>	<b>14</b>	<b>26</b>	<b>17</b>	<b>17</b>	<b>74</b>								

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): _____	Number of third language speakers: _____
Ethnic breakdown of EPs (Number):	
African-American: _____	Asian: _____
Native American: _____	White (Non-Hispanic/Latino): _____
	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										22	25	24	25	96
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											1	1	1	3
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	22	26	25	26	99

# 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. a. At EBC Bushwick the organizational models used for ESL are (1) self-contained/free-standing and (2) push-in/co-teaching.
1. b. Self-contained are ungraded and heterogeneous by proficiency level; and push-in classes mostly graded and homogeneous by proficiency.
2. The NYSESLAT and LAB-R proficiency levels are used to program students in ESL and content classes that are co-taught. Beginner Level ELLs are provided with three class periods/per day totaling and exceeding the CR Part 154 mandates; Intermediate Level ELLs are provided with two class periods/per day; and Advanced Level ELLs provided with one ESL period and one ELA class as per the mandates.
3. ELA and social studies (Global/US History) are co-taught: ESL and content teachers working together to deliver instruction utilizing all CTT models. Math and science content areas do not have specific instructional approaches for supporting the ELLs; many of the school's science teachers are Spanish speaking and support the Spanish-speaking ELLs by translating and explaining difficult content in the students' native language.
4. Students have taken the Spanish Regents exam in previous years. Passing has been 100%.
5. a. Instruction is differentiated for SIFE students specifically in literacy. SIFE students are assessed in literacy and provided with the appropriate level of reading materials.
- 5.b. Newcomers will be supported with Rosetta Stone. The school has ordered this program, and intends to start using it as soon as it is in the school.
- 5.c. Students who have been in ESL for 4-6 years are individually assessed and provided with native language support through the use of glossaries and translated content materials as well as with modified literacy materials.
- 5.d. Long-term ELLs are the largest group of ELLs in the school and are given support through the co-teaching model.
6. ELLs-SWDs will be supported by computer-assisted program that is on order by the school. This program will assist students who have oral language proficiency and will be assisted by technology in their reading and writing skills.
7. ELLs-SWDs will start being scheduled first so that their programs are the more flexible and LRE.

### Courses Taught in Languages Other than English

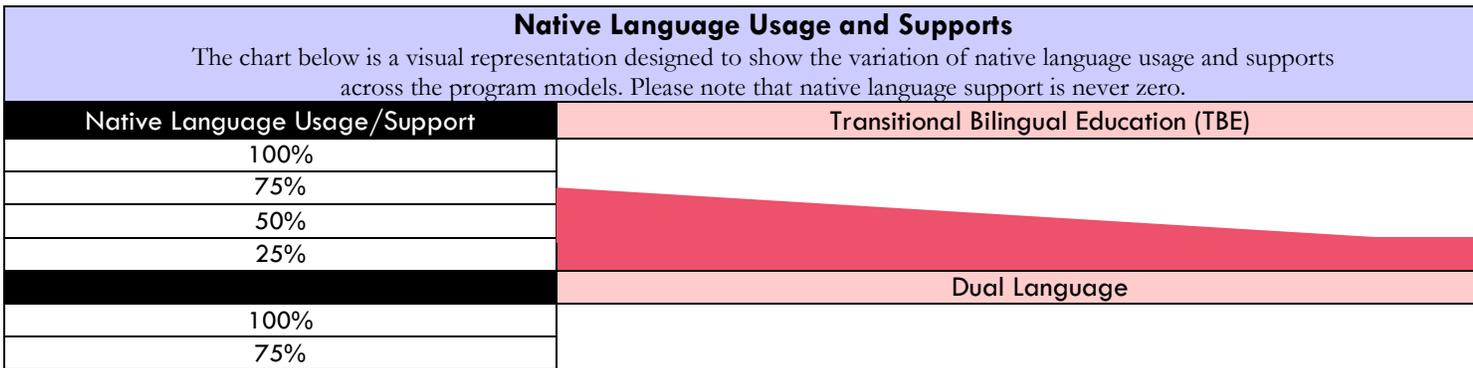
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language

<ul style="list-style-type: none"> <li>• heritage classes</li> <li>• foreign language (LOTE) classes</li> </ul>				
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

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

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
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. ELA and social studies are co-taught by ESL and content area teachers. Literacy interventions include Rosetta Stone (ordered) and leveled texts for SIFE students.
9. Transitional ELLs are programmed for ELA/CTT classes that have an ELA and ESL teacher.
10. Rosetta Stone and other computer assisted learning software, such as Dragon, have been ordered to meet the needs of the diverse ELL needs. Programming for ELLs will be a priority at the school so that ELLs have the most flexible and appropriate programs to meet their learning needs.
11. No programs or services are being discontinued.
12. ELLs are afforded equal access to all after-school and Regents tutoring programs. ELLs are offered specific after school tutoring to meet their individual learning needs, such as Global Regents Prep for ELLs who have failed the Global Regents and who are at the Intermediate and Advanced levels of proficiency.
13. Rosetta Stone and Dragon Speaking are two new computer-based resources added this year. The ESL program utilizes a range of textbooks and materials to support their diverse learner needs.
14. Bilingual glossaries and dictionaries as well as bilingual content materials are used to support students' native language and content learning.
15. All materials used by the school are age-and grade-appropriate for ELLs on all proficiency levels.
16. All newly enrolled students are offered a Bridge Summer Program during the week prior to the start of school. Their program aims to support these new ELLs in transition to high school.
17. No language electives are offered at the school.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

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

1. All ELL staff attends PD on CCLS and ELLs monthly, January 2012-May 2012. Each session is three hours and is provided by the school's network. ELL staff also attends PD on supporting ELL/SWD which is provided by central OELL.
2. PD on how to support incoming 9<sup>th</sup> grade ELLs is being developed by the 9<sup>th</sup> grade instructional team.
3. Schoolwide PD for ELLs/Jose P. is being developed for June's Chancellor Day 2012.

#### 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. EBC parents are involved in computer literacy, four nights a week, and ESL, two nights a week, classes in the evening. The school also has a book club for parents once week. PTA monthly meetings are held on Saturdays. Parents are provided translation and interpretation with Spanish by Spanish-speaking bilingual parent coordinator and other staff.
2. EBC partners with El Puente CBO which supports parents with their diverse needs such as immigration, social service needs, etc. El Puente refers families to other agencies when needed.
3. At intake, each family of a new student is interviewed and their needs assessed. Each year, the parent coordinator surveys the families regarding their needs and interests.
4. All programs at EBC are developed based on the parent interviews and surveys. The school's social worker supports the parents and students. Often, referrals are made to the social worker and the school's CBO based on the work of the parent coordinator at the beginning of the year and throughout the year.

## 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
---	---	---	---	---	---	---	---	---	---	----	----	----	-------

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)										4	4	3	4	15
Intermediate(I)										12	9	11	7	39
Advanced (A)										7	13	8	10	38
Total	0	0	0	0	0	0	0	0	0	23	26	22	21	92

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										0	3	0	1
	I										4	4	1	3
	A										7	2	3	4
	P										12	17	18	13
READING/ WRITING	B										4	2	3	4
	I										12	11	11	8
	A										7	13	8	9
	P										0	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	38	37	1		76
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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8	26	0	37	0	25	0	1	0	89
NYSAA Bilingual Spe Ed	0								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	6		2	
Integrated Algebra	16		3	
Geometry	2		2	
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	37		16	
Physics				
Global History and Geography	22		2	
US History and Government	11		3	
Foreign Language	10		9	
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 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:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

- Our school does not assess early literacy skills. Acuity is used for all students including ELLs. The data shows us that our ELLs have low literacy. This information helped inform us about what we needed to add to our ESL programs and support this year. Specifically, Rosetta Stone and Dragon Speak were ordered this year as additional supports for our ELLs for language development.
- The data has revealed that many of our long-term ELLs continue to test at the intermediate level on the NYSESLAT. Many of our students plateau at the intermediate and advanced levels of proficiency.
- Long-term ELLs mostly test at the proficient level in Speaking/Listening and intermediate level for reading and writing. The school is in process of restructuring its ESL program in order to best meet the needs of these students.
- a. The pattern across proficiencies and grades reveals that our ELLs need targeted assistance in reading and writing and the CTT model is not supporting these students in that way. ELLs across the school are not faring well in either English or home language tests. This seems to be due to low literacy levels in both their first and second language as well as background knowledge deficiencies.
- b. The school is not giving the ELL Periodic Assessment this year.
- c. Based on the previous year's use of the ELL Periodic Assessments, there was not much done with this data to inform instructional decisions.
- N/A
- At this time, the school does not have a formalized system for evaluating the ELL programs. The school tracks Regents passing rates and credit accumulation for its ELLs.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

School Name: <b><u>EBC Bushwick High School</u></b>		School DBN: <b><u>32K545</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Shawn Brown	Principal		2/13/12
Latasha Gray	Assistant Principal		2/13/12
Samary Trinidad	Parent Coordinator		2/13/12
Robert Lombardi	ESL Teacher		2/13/12
	Parent		2/13/12
Ismene Petroustos	Teacher/Subject Area		2/13/12
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Rosaline Rivera	Guidance Counselor		2/13/12
Jayne Godlewski	Network Leader		2/13/12
Vanesse Santos	Other <u>Pupil Personnel Sec</u>		2/13/12
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

### **LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

*Requirement under Chancellor's Regulations – for all schools*

**DBN: 32K545**      **School Name: EBC Bushwick High School**

**Cluster: 2**      **Network: CFN206 Jayne Godlewski/Ada Cordova**

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information

about their children’s educational options, and parents’ capacity to improve their children’s achievement.

### **Part A: Needs Assessment Findings**

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

The Parent Coordinator, Ms. Trinidad, welcomes new families to the school and interviews them regarding such needs as preferred language for parent conferences, phone calls, school mailings, etc. Ms. Trinidad also surveys the school community at the start of the year to ascertain translation and interpretation needs. The Pupil Accounting Secretary also inputs preferred language preferences, as indicated on blue cards, into ATS.

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

The vast majority of the school community requires Spanish language oral interpretation and written translation. For the other home language groups, of which there are only a couple, the school uses the NYC DOE's translation and interpretation services.

All Spanish written/oral translation/interpretation is done by staff of the school, including the parent coordinator.

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

---

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

The school translates all written items that go out in Spanish.

For written translation in other languages, the school utilizes the NYC DOE's translation and interpretation services unit.

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

The school is very fortunate to have a number of bilingual, Spanish speaking staff who provide oral translation when it is needed.

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

The above-mentioned translation and interpretation practices are in alignment with the Chancellor’s Regulation A-663.

## 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: EBC H.S. Bushwick	DBN: 32K545
Cluster Leader: Charles Amundsen	Network Leader: Jayne Godlewski

### Part A: School Information

This school is (check one):  conceptually consolidated (skip part E below)  
 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):

Before school  After school  Saturday academy  Other: \_\_\_\_\_

Total # of ELLs to be served: 99

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 2

# of certified ESL/Bilingual teachers: 2

# of content area teachers: 0

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: ELLs are afforded equal access to all after-school and Regents tutoring programs. ELLs are offered specific after school tutoring to meet their individual learning needs, such as Global Regents Prep for ELLs who have failed the Global Regents and who are at the Intermediate and Advanced levels of proficiency. Prep classes were offered from October 2011- January 2012. Prep classes are scheduled to be offered again beginning in February 2012- June 2012.

### 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 two certified ESL teachers attend PDs on CCLS and ELLS monthly from January 2012-May 2012. Each session is three hours and is provided by the school's network. The professional development consists of Intergrated Collaborative Teaching Models of Instruction and Integrated Technology. ELL staff also attends PD on supporting ELL/SWD which is provided by central OELL.

### Part D: Parental Engagement Activities

**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: Parents of ELLs have the opportunity to take computer classes on Tuesday, Wednesday and Thursday evenings that help prepare them to help their children with their assignments. Parents of ELLs are also given the opportunity to take ESL classes themselves on Monday and Wednesday evenings that will help them to learn the English language and in turn be able to help their children's progress. Guidance counselors have parent meetings for every grade at the beginning of each semester to inform parents of their child's academic standing and support services available. Parent association meetings take place the third Saturday of every month. At these meetings parents are given workshops and information on how to help their children succeed academically. Parents are informed of all of these activities through flyers that are mailed and/or backpacked home and through phone calls made by the Parent Coordinator and School Messenger.

**Part E: Budget**

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

Allocation Amount: \$0

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"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____

**Part E: Budget**

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____