



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: HIGH SCHOOL FOR ENTERPRISE, BUSINESS AND TECHNOLOGY

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

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

SUPERINTENDENT: AIMEE HOROWITZ

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](#).

Name	Position and Constituent Group Represented	Signature
Holger Carrillo	*Principal or Designee	
Adam Benson	*UFT Chapter Leader or Designee	
Jean Leon	*PA/PTA President or Designated Co-President	
Paula Almanzar	DC 37 Representative, if applicable	
Roy Bull Hector Gonzalez Emily Lara	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Yvette Wharton	Member/CSA Representative/ Chairperson	
John Heegle	Member/ UFT Representative	
Francene Smith	Member/Parent	
Saturnine Boyce	Member/Parent	
Susan Nunez	Member/Parent	
Claudette Augustine	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1: Social Studies

- Improve passing rate (including “>=75” pass rate) in Global History Regents examination for 10th graders by 5%. By June 2013, we will increase pass rate to 68%, and “college-ready” pass rate to 43%.
- Improve passing rate (including “>=75” pass rate) in United States History Regents examination for 11th graders by 2%. By June 2013, we will increase pass rate to 75%, and “college-ready” pass rate to 45%.

Comprehensive needs assessment

- Passing rate for Global History is lowest among Regents exams necessary for student graduation. In addition, we are looking to increase our percentage of students passing at score equal or greater than 75, an equivalent score to what is considered “college ready” for the English Regents examination.
- In June 2012, 213 10th graders (cohort 2014) took Global History test; 135 passed it (63%); 81 passed with grade of 75 or above (38%). In June 2012, 173 11th graders (cohort 2015) took US History test; 127 passed it (73%); 99 passed with grade of 75 or above (57%).

Instructional strategies/activities

- We have assigned all 10th graders to a double-period Global History class. The first period of the block is taught by a history teacher and focuses on historical content. The second period is taught by an English teacher and focuses on reading, analyzing and synthesize documents and writing essays.
- No additional staffing was required because we shifted the 10th grade double-period block from English classes to Global classes. Our expectation is that the double-period Global class will help with our Global pass rate, while at the same, helping to develop literacy skills, focusing on nonfiction informational texts within the Global History curriculum. We will assess the effectiveness of this strategy by comparing this year’s Global Regents results to previous years.
- U.S. and Global History teachers utilize Understanding by Design methodology to design class curriculum. Every unit (usually one week long) has an overarching question. As the week progresses, students develop content knowledge that helps them answer that question. At week’s end, the question becomes an assignment for an extended writing assignment, either a thematic or document-based essay, to be completed either in class or for homework over weekend. In this manner, students gain practice in essay-writing and synthesis of multiple topics that will help answer one analytical question. As the weeks progress, teachers monitor and revise strategies/activities, if necessary, after assessing interim benchmarks.

Strategies to increase parental involvement

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

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

 x Tax Levy x Title I Title IIA Title III Grants x Other

If other is selected describe here:

Legacy for Teachers supplement; C4E (Contract for Excellence)

Service and program coordination

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

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2: ELA

- Improve passing rate (including “college-ready” pass rate) in English Regents examination for 11th graders by 2%. By June 2013, we will increase pass rate to 83%, and “college-ready” pass rate to 47%.

Comprehensive needs assessment

- “College-ready” percentage for English exam is below par, compared to our overall passing rate.
- By June 2012, 190 11th graders (cohort 2015) took English Regents exam; 153 passed it (81%); 86 passed with “college-ready” grade of 75 or above (45%).

Instructional strategies/activities

- English teachers teach the second period of 10th grade Global History double-period blocks. This period focuses on reading, analyzing and synthesize documents and writing essays. We expect this focus on informational text will help develop students’ ability to perform better on English Regents examination. English teachers teaching these classes will report back to other English teachers, to report on weaknesses and strategies for getting students prepared for English Regents; these reports will be based on writing assessments throughout the year.
- No additional staffing was required because we shifted the 10th grade double-period block from English classes to Global classes.

Strategies to increase parental involvement

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

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA _____ Title III _____ Grants Other

If other is selected describe here:

Legacy for Teachers supplement; C4E (Contract for Excellence)

Service and program coordination

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

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3: Mathematics/Science

- By August 31, 2013 The Weighted Regents Pass rate for the full student population will be increased from 52.4% to 54%.
- By August 31, 2012 Science Weighted Regents Pass Rate for the full student population will be increased from 43.2% last year to 45%.

Comprehensive needs assessment

- An assessment of the weighted Regents score for science for the 2011-12 school year shows a decline in Regents passing rate and performance for Earth Science and Chemistry. In addition, the college readiness assessment for science is below average as compared to city measures. In addition, data of the 2012 scholarship report shows a low performance in the Mathematics/Science Regents exams for level 3 and 4 students; in particular, level 4 students are passing the Regents with a grade below 85 (level 3).

Instructional strategies/activities

- EBT has programmed all first-year students in double period Algebra classes. The additional period allows teachers additional time to teach more in depth into the content area and, to infuse more Regents open-ended questions into the daily lessons.
- Students with the need of extra help for Regents preparation will be programmed into additional classes after school, Saturdays and after school AIS. AIS classes are taught by our teachers and target students who need additional support in preparing them for the Regents examination. Target group includes all students who have not passed a math exam with an 80 or above.
- Assessment programs, including Acuity, are used to measure performance in specific areas. Teachers use these areas to develop their pacing calendars and unit lessons. Teachers are encouraged to always revisit teaching strategies to improve classroom instruction through data assessment, after each Acuity testing period.
- Teachers provide assignments in Castle Learning.com, an online software program that has Regents-style questions and provides feedback to students, and data for teachers to assess students' areas for improvement.
- Teachers develop best practices based on Charlotte Danielson's Enhancing Professional Practice. Focus includes classroom management; discussion techniques; cooperative learning.
- Teachers monitor and revise strategies during their common planning time; team grades level meetings and communicate through Jupiter Grades. During these activities, teachers review student work and assess the strength and areas of need for improvement. They also review the gaps on the students' ability to meet the standards. Common planning is available for all grade level teachers so that they can meet regularly to discuss and share best practices in the classroom.
- Based on student work evaluation, teams of teachers choose a protocol to be used for future lessons. At monthly department meetings, teachers report back on the effectiveness of protocols.
- Professional development will be scheduled on the following topics: Interim assessment to monitor and revise pacing calendars; Use of Item Analysis to improve instructional techniques; Use of rubrics with the language of the CCLS to provide specific feedback to students; Use of students' data to plan and set goals.

Strategies to increase parental involvement

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

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA _____ Title III _____ Grants Other

If other is selected describe here:

Legacy for Teachers supplement; C4E (Contract for Excellence)

Service and program coordination

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

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4: School-Wide

- We will achieve a school-wide attendance rate of 90% for the 2012-2013 school year.

Comprehensive needs assessment

- We achieved the following attendance rates for the past three years: 2011-2012: 89.4%; 2010-2011: 88.2%; 2009-2010: 89.5%. While these numbers are relatively high, compared to city statistics, we believe that 90% should be this year's goal for our school. In addition, while overall attendance is high, we have continuing issues with students cutting independent classes.

Instructional strategies/activities

- We will expand the attendance team to include the following stakeholders: Assistant Principal of Pupil Personnel Services, Assistant Principal of Security, all four guidance counselors, two social workers and one classroom teacher.
- Every Monday, our attendance teacher will post ATS reports such as the RCUA and the R4RR on Google Drive and share with the other members of the attendance team.
- Guidance counselors, social workers, and the attendance teacher will do the necessary outreach to parents of all students on the lists. Outreach will be documented on both the Google Drive documents and i-Logged on ATS. These reports will be shared with staff members (view only).
- Teachers will be encouraged to focus on outreach to students who have attendance issues, but are not showing up on the RCUA and R4RR reports.
- We will meet as a team every Friday of a five day school week to review attendance outreach efforts.
- The attendance teacher will print monthly RGAR, RYIS, and RYMA reports for the team to review. If we are falling short of our target of 90%, we will review our current action plan and make the necessary changes to achieve the desired goal.
- We will adhere to the following protocols regarding attendance outreach on a weekly basis:
 1. Guidance counselors will attempt to contact the parent/guardian of each student on the weekly RCUA and R4RR reports.
 2. In the event that a parent/guardian cannot be reached by phone after three attempts, a letter will be sent to the home of the student requesting that the parent/guardian come to the school for an appointment the following Tuesday. If the parent/guardian cannot come to the school on Tuesday, s/he is to call to make an appointment for another day and time.
 3. If the parent/guardian does not come in for an appointment and/or does not call to schedule an appointment, the guidance counselor will request that the attendance teacher conduct a home visit.
 4. If this home visit does not result in direct contact with the parent/guardian, the attendance teacher will leave a letter at the residence, requesting that the parent/guardian come to the school for an appointment the following Tuesday. If the parent/guardian cannot come to the school on Tuesday, s/he is to call to make an appointment for another day and time. The guidance counselor may refer the case to ACS the following week (allowing time for the parent or guardian to come to the school to discuss the issue).
- We will run RPAL reports to identify students who earn perfect attendance for each month; these students will be given a certificate of award. We will also post the names of students with perfect attendance on our attendance bulletin board. In addition, we will give certificates of award to students who show a marked improvement in attendance. This bulletin board will also include the attendance rates by grade.
- We will offer incentives for students who achieve perfect attendance or show marked improvement in attendance each month. For example, students can earn a chance to win a pair of free movie tickets or a consumer gift card. Teachers will also invite a total of 50-60 students with exemplary attendance, academics, and school spirit to a special recognition party the first (or second) Friday of each month.
- The attendance team will routinely communicate with teachers regarding the importance of maintaining accurate attendance records, making calls home, and documenting outreach efforts.

Strategies to increase parental involvement

- Guidance counselors, social workers, and the attendance teacher will do the necessary outreach to parents of all students on the lists.
- Parents will be encouraged to meet with the guidance counselor to discuss issues related to attendance.
- Parents/guardians of students with exemplary attendance will be invited to an end-of-year ceremony to recognize their efforts.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA _____ Title III _____ Grants Other

If other is selected describe here:

Legacy for Teachers supplement; C4E (Contract for Excellence)

Service and program coordination

- Our guidance staff works closely with the St. Nicholas/United Way CAPS program (monitors at-risk students for attendance),

ANNUAL GOAL #5 AND ACTION PLAN

Annual Goal #5: Business/Technology

- To increase the number of students passing the CCENT and CCNA certification examinations by 3% by June 2013.

Comprehensive needs assessment

- Students in the approved career and technical education program must pass an industry-approved technical assessment, and the five Regents examinations to earn a technical endorsement on their diploma, as per the NYC Department Of Education High School Academic Policy, January 2013.

Instructional strategies/activities

- Provide professional development to teachers using VTEA Grant funding
- Monitor student performance after examinations have been administered
- Schedule students for after-school and Saturdays for additional MOS, CCNA, and IC3 preparation using VTEA funding.

Strategies to increase parental involvement

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

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

VTEA Grant

Service and program coordination

Our department uses VTEA Grant funds to purchase instructional supplies (industry assessments and software), equipment, conferences and after school tutoring. The teachers in the CISCO Networking Academy collaborate with CISCO Corporation. Both programs receive the assistance of the CTE Technical Assistance of NY to obtain the NYS Department of Education - Career & Technical Education Program Approval.

ACADEMIC INTERVENTION SERVICES (AIS)

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Teacher modeling (read aloud/think aloud); repeated readings; use of past Regents for reading/multiple-choice/essay practice.	Small group; one-on-one; tutoring services by NHS students, Leadership Program, and BuildOn (to begin February 2013)	Student lunch periods with selected teachers; after school; Saturday Institute
Mathematics	Use of past Regents for multiple choice/short responses; Castle Learning for additional practice and homework assignments; KhanAcademy.org for additional practice; teacher-developed review materials from Jmap.org.	Small group; one-on-one; tutoring services by NHS students, Leadership Program, and BuildOn (to begin February 2013)	Student lunch periods with selected teachers; after school; Saturday Institute
Science	Use of past Regents for multiple choice/short responses; Castle Learning for additional practice and homework assignments; KhanAcademy.org for additional practice; teacher-developed review materials from Jmap.org.	Small group; one-on-one; tutoring services by NHS students, Leadership Program, and BuildOn (to begin February 2013)	Student lunch periods with selected teachers; after school; Saturday Institute
Social Studies	Teacher modeling (read aloud/think aloud); graphic organizers; repeated readings; use of past Regents for reading/multiple-choice/essay practice; use of film; department-developed review sheets for Regents preparation.	Small group; one-on-one; tutoring services by NHS students, Leadership Program, and BuildOn (to begin February 2013)	Student lunch periods with selected teachers; after school; Saturday Institute
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students with an IEP receive specific services as detailed in their respective IEPs. This includes, but is not limited to, test modifications, individual and group counseling, speech therapy, and referrals to outside agencies. Instruction is differentiated (content, product and process) for all students based on individual needs. Our ELLs each have an Achieve3000 account to support their language acquisition.	The method of delivery for students with an IEP is set forth in the <i>Program Recommendations/Services</i> section of their respective IEPs. Counselors and teachers have access to this information and use it to help meet the needs of the students. If we are unable to meet the needs of a student at the school, the necessary and appropriate referrals are made. Individual and group counseling services provided by guidance counselors.	Services are provided throughout the school day, after school, and on Saturday.

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

When staff positions become available, Assistant Principals and teachers attend NYCDOE recruitment fairs and post position availability on electronic bulletin board at Teachers College at Columbia University. APs invite candidates to the school for a tour and to meet other administrators and other teachers, especially teachers who have been recently hired. Staff then discuss candidates and make hiring decision. It is important that candidates are not just highly qualified, but a good match for the culture of the school.

APs conduct frequent “walk-through” observations at the beginning of the school year, especially for newly hired teachers. This leads to a discussion of the school’s expectations of our teachers, utilizing Danielson’s *Framework for Teaching* as a basis for this discussion. Teachers will have experienced these walk-through observations multiple times before an official observation is conducted.

Teachers meet in common-prep meetings on a weekly basis, to discuss curricula, pedagogy and strategies for dealing with challenging situations in the classroom. Experienced teachers serve as mentors (both formal and informal) for newer teachers in the department. In addition, we make available to all teachers class curricula, lesson plans and materials collected and organized by teachers in a central archive.

Teachers take part in monthly professional development sessions as a department and individual PD on a regular basis. Topics of PD have included effective class management; organizing ideas for essay writing; planning around the Common Core; creating CCSS-based unit plans; using Danielson’s framework to focus on areas of pedagogy; and using different protocols for analyzing student work.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time (placing hats/electronic devices in book bag);
- complete my homework and submit all assignments on time;

- follow the school rules (wear full school uniform daily) and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

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

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

C. Teacher Qualifications [i](#)

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

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

D. School Demographics

Total number of students in school	888	Total Number of ELLs	98	ELLs as share of total student population (%)	11.04%
------------------------------------	------------	----------------------	-----------	---	---------------

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

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

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

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

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

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

Students found entitled are placed as per their parent's request in one of two programs: the Transitional Bilingual Education or the

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>										26	18	17	14	75
Dual Language <small>(50%:50%)</small>										0	0	0	0	0
Freestanding ESL														
Self-Contained										8	4	9	2	23
Push-In										0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	34	22	26	16	98

B. ELL Years of Service and Programs

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

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

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

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total	
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										25	24	12	19	80
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	25	24	12	19	80								

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Number of third language speakers: _____

Ethnic breakdown of EPs (Number):

African-American: _____

Asian: _____

Hispanic/Latino: _____

Native American: _____

White (Non-Hispanic/Latino): _____

Other: _____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

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

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

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

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

A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

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

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

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

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

A. Programming and Scheduling Information

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

c. Plan for ELLs in school 4-6 years

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

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

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

6. Plan for ELL Special Needs Students

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

7. Students are scheduled for the appropriate classes and instruction is guided by each student's IEP goals. Teachers also use extensive differentiation of instruction that links to the varied learning styles of the individual students.

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
- heritage classes
- foreign language (LOTE) classes

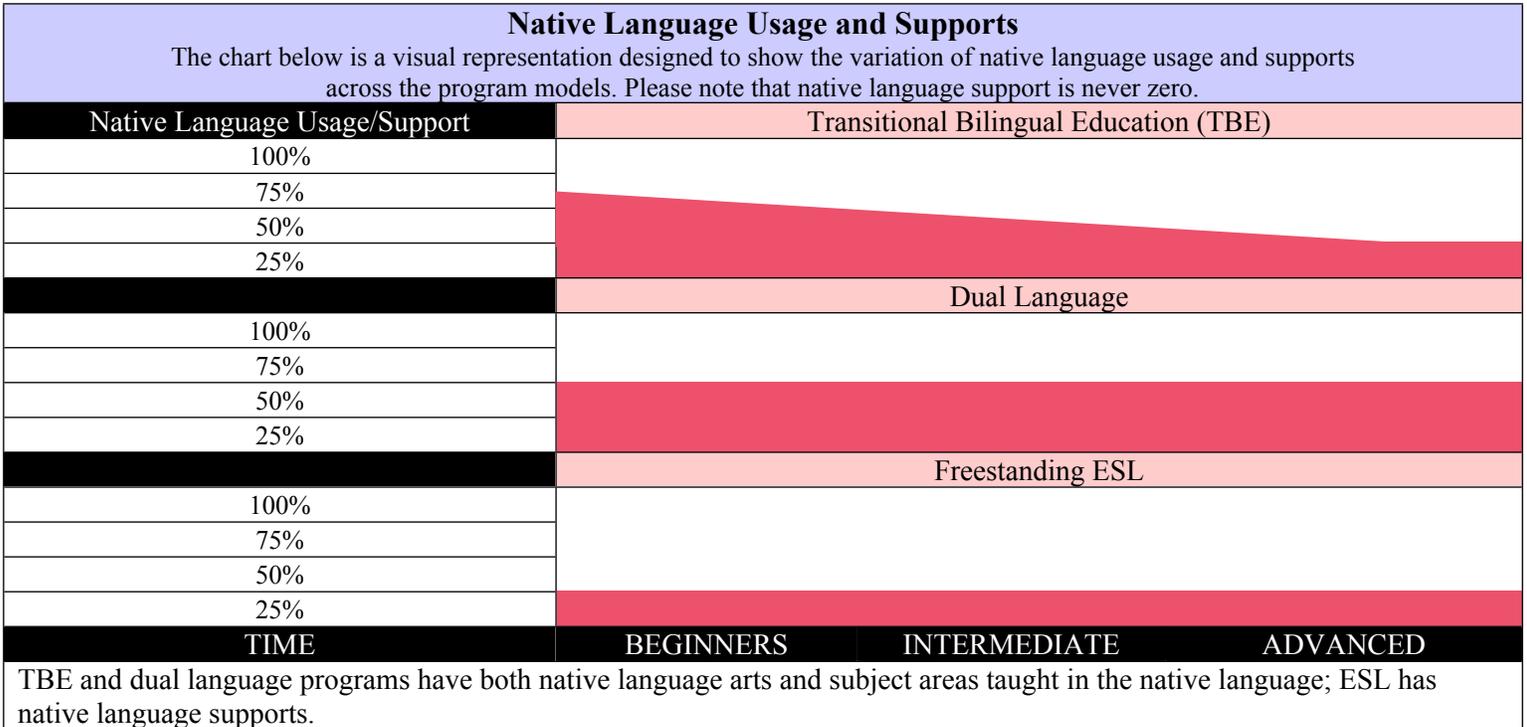
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	Spanish			
Social Studies:	Spanish			
Math:	Spanish			
Science:	Spanish			

--	--

--	--

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

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



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

9. EBT gives ELLs who reach proficiency on the NYSESLAT exam continued transitional support for up to two years after transitioning into monolingual classes. These students are placed in an English Language Arts (ELA) class where the teacher uses ESL strategies and methodologies to support language and content development. ESL and content area teachers collaborate to plan language and content development support for upcoming lessons. The ESL teacher monitors the progress of these students and visits the general education classes on a regular basis. Students who transition to general education classes also receive testing accommodations for up to two years after scoring proficient on the NYSESLAT.

Test accommodations for state exams include:

- time extension
- separate location
- third reading of the listening passage of the English Regents
- bilingual glossaries in all subjects except foreign languages
- simultaneous use of English and alternative language editions
- oral translation for non-translated exams (not allowed for ELA or foreign language examinations)
- writing responses in the native language to the open-ended questions. (This accommodation is not made for the English Regents or foreign language examinations.)

10. We are purchasing the Achieve3000 software program for use in beginner, intermediate and advanced ESL classes and for after-school and Saturday tutoring programs. EBT is making this investment of time and money to purchase and use this program as a direct result of the positive feedback that we have received from other schools that have used this program.

11. We do not plan on discontinuing any programs or services for ELLs.

12. All students at EBT have full and equal access to all school programs and extra-curricular activities. ELLs are encouraged to participate in all physical, social, and academic activities. ELLs are also encouraged to form any clubs that may be of particular interest to them. Students must follow the rules and guidelines for extra curricular activities and all groups and/or clubs have equal access to meeting

spaces, school periodicals, bulletin board space, etc..

13. Materials used in the classroom include class packs of Getting Ready for the NYSESLAT and Beyond; Azar grammar workbooks and accompanying materials; and Word by Word picture dictionaries, with accompanying workbooks, multimedia materials, and teacher's guides. In addition, a mobile laptop cart consisting of 20 laptops is currently being shared by the two ESL teachers. Each content department is responsible for having materials appropriate to the learning level of its students. For ELLs, these include textbooks in their native language, reading materials—including text and trade books—at lower reading grade levels. Subject area teachers are required to have word walls of content-specific vocabulary, to help lower level readers, including ELLs, with any necessary vocabulary.

ELLs with special needs are provided with materials that are specified in the Individualized Education Plan (IEP). Materials that are specific to the student's disability and/or special need is evaluated by the special education teacher and the ESL teacher and then provided to the student. Materials for content area subjects are also evaluated and provided to the student.

14. In the Freestanding ESL program, the ESL teachers meet with the content area teachers to incorporate teaching strategies and activities that connect English and native language within their lessons to support ELLs within their classrooms. In addition, every content area classroom is provided with bilingual dictionaries and glossaries. In the ESL classrooms, students are encouraged to read books in both English and their native language during independent reading. Lastly, all ELLs are provided with bilingual text in all of their content area classes.

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

15. All materials, services, and resources that are used with the ELL population are reviewed to make sure that they are age and grade level appropriate. Furthermore, instruction is differentiated according to content, process and product. Lessons are planned with consideration to individual learning and conative styles. Students also have the multiple opportunities to select readings or texts that are interesting to them (e.g. Achieve3000 articles and independent reading books).

16. EBT sponsors a Summer Immersion program to assist newly enrolled ELL before the beginning of the school year. This program is an intensive intervention reading/language arts program for struggling readers. In addition, this program also helps ELLs assimilate into the dominant culture.

17. At the present time, the only language elective offered at EBT is Spanish.

C. Schools with Dual Language Programs

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

Not Applicable.

D. Professional Development and Support for School Staff

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

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

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

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

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

Professional Development Schedule

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

April	Curriculum Mapping Data Analysis
May	Achieve3000 Data Reports Evaluating Student Progress

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

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

E. Parental Involvement

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

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										9	6	1	4	20
Intermediate(I)										15	16	7	10	48
Advanced (A)										9	4	7	10	30
Total	0	0	0	0	0	0	0	0	0	33	26	15	24	98

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	27	0	7	0
Integrated Algebra	3	35	1	24
Geometry	1	25	0	7
Algebra 2/Trigonometry	1	3	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	2	26	0	9
Living Environment	3	35	1	29
Physics	0	0	0	0
Global History and Geography	15	19	1	2
US History and Government	9	6	6	0
Foreign Language	0	38	0	38
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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

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

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

1. EBT uses a combination of assessment tools that include the LAB-R, the Spanish LAB, Pearson Periodic Exam, Pearson on-line diagnostic, common assessments and the assessment from the Visions series. The data is carefully reviewed to help identify trends among all ELLs and by sub-groups. The data can then be used to inform instruction. Students are also instructed on how to use test results to identify their strengths and areas for growth. This practice encourages students to share responsibility for their own language learning.

2. The data patterns across proficiency levels and grades suggest that a majority of the students fall within the intermediate level. A great number of students tested advanced or proficient in listening and speaking and test mostly beginner and intermediate in reading and writing. This suggests that a majority of the students have achieved basic interpersonal communication skills (BICS), language skills needed in social communication, but are still lacking in cognitive academic language proficiency (CALP). This includes listening, speaking, reading, and writing about subject area content material. This level of language learning is essential for students to succeed in school. Students need time and support to become proficient in academic areas. This usually takes from five to seven years. Research (Thomas & Collier, 1995) has shown that if a child has no prior schooling or has no support in native language development, it may take seven to ten years for ELLs to catch up to their peers.

3. The data patterns across NYSESLAT modalities – reading/writing and listening/speaking affect the instructional decisions of the ESL teachers. Once the data shows a pattern, teachers design plans to target instruction to address the specific needs of the students. For example, a weakness in the reading and writing modality suggests a weakness in academic language acquisition. Therefore, teachers design lessons, which include higher order skills such as comparing, classifying, synthesizing, evaluating, and inferring.

4a. In the last year, NYSELAT results show that most students improved at least one proficiency level, and a few of these students became English proficient and were able to transition into general education classes. EBT provides a nurturing environment run by exceptionally well qualified staff, who stress the importance of a smooth transition into the new academic setting that includes a rigorous approach to English language instruction. Another significant trend that was noted among the students in the transitional bilingual program was that the students who took advanced Spanish or advanced placement (AP) Spanish tested higher on the Spanish and English Regents exams. This trend was noted after evaluation of students' class schedules and periodic assessments. We plan on capitalizing on this trend by reinforcing a stronger connection to the native language.

4b. The leadership team and teachers at EBT use the Pearson Periodic Assessment to evaluate the needs of each student. The periodic assessments are evaluated in consultation with teacher assessments and observations to evaluate the whole child. Once a thorough evaluation is made, then a plan for each specific student is formulated. For example, some students may need to be referred to an optometrist because they can not see the chalkboard. Poor eyesight may be a contributing factor to low test scores and eyeglasses may be the simple solution to remedy the problem. Evaluation and observation lead to different steps of intervention that are in the best interest of each child. These steps may include referrals to health care professionals, guidance counselors, and/or deans; academic interventions may include extended day, after school, and/or Saturday programs, and parental outreach may include parent conferences, mediation, and parent education and support programs.

4c. After evaluating the periodic assessments, we have noted students have acquired strong speaking and listening skills in English while their reading and writing skills need to be strengthened. Our plan includes strengthening the native language literacy skills in order to help facilitate a transfer of these skills to English.

5. Not applicable.

6. The success of the programs for ELLs is determined by student progress as evidenced by scores on the Regents exams, NYSESLAT, and periodic assessments. In addition, the success of our programs can be measured by the number of credits earned, the grade point average of students and qualitative feedback provided on teacher evaluation forms.

Additional Information

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

Part VI: LAP Assurances

School Name: <u>Enterprise, Business & Tech</u>		School DBN: <u>14K478</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Holger Carrillo	Principal		11/3/11
Mitch Schrager	Assistant Principal		11/3/11
	Parent Coordinator		
Kenneth Klein	ESL Teacher		11/3/11
Melissa Plowden-Norman	Parent		11/3/11
Lori Goodman/ESL	Teacher/Subject Area		11/3/11
John Heegle/Social Studies	Teacher/Subject Area		11/3/11
	Coach		
	Coach		
Nelia Rivera	Guidance Counselor		11/3/11
Roberto Hernandez	Network Leader		11/3/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN:14K478 **School Name:** **The High School for Enterprise, Business, and Technology**

Cluster: **Network: CFN 610**

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

Part A: Needs Assessment Findings

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

In order to facilitate parental involvement and active participation to our school community, we canvas the language preference for communication with parents and guardians in several ways. At the time of the child's enrollment, parents fill out the Language of Communication Preference Form which serves as a starting point for assessing translation and interpretation needs. In addition, we screen the data from the Home Language Identification Survey (HLIS), the interview with the parent, the Bilingual Education Student Information Survey (BESIS) reports, and ATS bio reports to anticipate the needs of translation and interpretation services in different languages.

A review of the data gathered indicates that the overwhelming majority of parents of our English Language Learners indicated a preference for written and oral communication in Spanish. A select few parents indicated Arabic, Haitian Creole, or Bengali as their preferred language of communication with school officials.

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.

Parents and students were interviewed as part of the orientation when first admitting their children to the school. The data show a large number of students who have reported Spanish as their home language. These findings were reported to our school leadership team, to the assistant principals, to the teachers, and to the parents at regularly scheduled meetings of each respective group. In addition, we conducted an informal survey of both students and parents on our school website (www.ebtbrooklyn.com). The results of languages spoken at home will be posted by year's end.

Part B: Strategies and Activities

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

EBT has identified staff members who are fluent in languages other than English. We are currently able to assist with the translation of documents to parents in the home language indicated on the Home Language Identification Survey (HLIS) and Bilingual Education Student Information Survey (BESIS). These languages include Spanish, French, Arabic, Haitian-Creole, and Bengali. We also have staff members who are fluent in Russian, Ukranian, Romanian, Italian, and Tagalog.

- Currently, Mr. Hippolito Fernandez, Assistant Principal of Foreign Languages, provides translation of written correspondences from English to Spanish to parents who have indicated Spanish as their home language.
- We will also utilize translation materials made available by the Office of English Language Learners for languages other than Spanish, as indicated on the Home Language Identification Survey (HLIS) and Bilingual Education Student Information Survey (BESIS).
- All information (e.g., grades, teacher comments, assignments, etc.) sent to parents by school staff through www.jupitergrades.com is automatically translated and available to parents in Spanish.

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.

School staff and parent volunteers will provide oral interpretation services as needed at all meetings. At the present time we have on board staff members able to provide oral interpretation in Spanish, French, Arabic, and Bengali. We also have a collegial working relationship with members of the other schools on campus and share their resources if needed. In addition, we will request the services of the Translation and Interpretation Unit to provide translation for languages that we are unable to translate at the school.

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>.

Parents who speak a language other than English have been provided with a copy of the Bill of Parents Rights and Responsibilities in the language indicated on the Home Language Identification Survey (HLIS). In addition, these parents are provided with written notification of their rights regarding translation and interpretation services. A sign (in English, Spanish, Haitian Creole, Arabic and Chinese) indicating the office and room number where a copy of written notification of parental rights regarding translation and interpretations can be found will be posted in the main office of our school. Furthermore, the school's safety plan includes procedures for ensuring that parents in need of language assistance will be able to communicate with administrative offices. Lastly, parents will be notified of the Department of Education website which details their translation and interpretation rights and services.

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: EBT	DBN: 14K478
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: Tutoring
Total # of ELLs to be served: 125
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The High School for Enterprise, Business and Technology (EBT) plans to offer our English Language Learners (ELLs) an opportunity to participate in our Saturday Institute which will meet each term for nine Saturday sessions from 9:00AM to 12:00PM. The fall Saturday Institute starts on November 3, 2012 and ends on January 12, 2013. In the spring classes will meet on Saturdays starting April 13, 2013 and conclude on June 8, 2013.

This program supplements our core bilingual and ESL program that currently serves 112 students in grades 9-12. Our Transitional Bilingual Education program follows the New York State recommended guidelines: Beginners, 40% English, 60% Spanish; Intermediate, 50% English, 50% Spanish; Advanced, 75% English, 25% Spanish. Our Free Standing ESL program exceeds the state mandates for minutes required per week: Beginners 540 minutes, Intermediate 360 minutes, and Advanced 180 minutes of ESL and 180 minutes of English Language Instruction (ELA). At EBT, we provide Beginners with 675 minutes per week and Intermediates with 470 minutes of ESL instruction. Advanced ELLs receive 225 minutes of ESL instruction and 225 minutes of ELA instruction. Our ESL and bilingual teachers are fully licensed and highly qualified.

The primary goal of the Direct Instruction Supplemental Program is to help students become proficient in core content literacy and in each of the four modalities of language learning: listening, speaking, reading, and writing. By achieving proficiency in each of these modalities, students will be equipped with college and career readiness skills. We offer two courses on Saturdays which help facilitate language acquisition.

The first course is Global Studies. It meets every Saturday for the duration of the program (18 weeks) for 90 minutes per session, from 9:00AM to 10:30AM and it is taught by Ms. Canario, licensed in Social Studies, Spanish native, and pursuing a bilingual license, and Ms. Goodman who is an ESL licensed teacher.

In this class, students improve their English language skills while learning the content that will help them better understand the world that we live in. Students actively participate in meaningful student-centered projects based on the Common Core Learning Standards. For example, students, working in teams of two or three, choose a particular event or movement in history and research it by finding credible sources on the Internet. Students take Cornell Notes on their selected topic and prepare a PowerPoint slideshow presentation which they present in class. Students have the opportunity to evaluate the projects of their classmates and offer feedback. Lastly, students write an informational

Part B: Direct Instruction Supplemental Program Information

essay.

The second course that students take is ESL Journalism. For this section of the program students meet for classroom instruction every other Saturday from 10:30 to 12:00Pm and it's taught by the same team of teachers as the previous class. The classroom instruction for the Journalism class alternates with field trips during which the students enrolled in the ESL Journalism course lead walking tours (during weeks 2, 4, 6, and 8) and teach other participants about the historical, cultural, and educational landmarks in various neighborhoods of New York City. Each walking tour lasts for approximately three hours and includes admission to a local museum or zoo.

Students work in teams of two to identify landmarks in a designated area of Manhattan via the Internet. Students receive direct instruction on how to determine the credibility of websites, how to take Cornell Notes, and how to give an oral presentation using prepared note cards. Prior to each trip, students select one or two specific landmarks and read nonfiction texts about their selected landmarks from at least three different sources. Students work together to coordinate the tour (e.g., talking points for each landmark). During each walking tour, students give a series of oral presentations. Students take Cornell Notes and photographs during the tour. At the end of each tour, students offer and receive feedback about their experience. The Saturday after each tour, students first discuss the activities from the previous Saturday with their classmates. Lastly, students write a newspaper article about the trip and share with their classmates.

The focus of the ESL Journalism course is to increase students' proficiency in English by exploring the world of journalism. The inclusion of the walking tours is essential to making learning both meaningful and relevant. The trips give students the opportunity to not only apply what they are learning in the classroom, but to experience New York City firsthand. Many of our ELLs do not know iconic landmarks of the very city that they live in; many only know the route to/from school and their respective neighborhoods. If students are to embrace a love of language learning, then it is critical that they deepen their knowledge of American history and culture. By allowing students to experience New York City in this manner, we help foster a greater knowledge, understanding, and appreciation of the history and culture of various neighborhoods. By engaging students in such project-based reading, writing, speaking and listening, the students increase their proficiency of the English language.

The highlights for each of the suggested student-led walking tours include:

1. Battery Park/Financial District/National Museum of the American Indian/World Trade Center
2. Grand Central Station/Rockefeller Center/Top of the Rock/Apple Store/FAO Schwarz
3. City Pavillion
4. Times Square/Intrepid Sea, Air and Space Museum
5. Central Park/ Central Park Zoo
6. The Tenement Museum
7. El Museo del Barrio
8. Sony Center

It is important to note that, whereas students are leading the tours, the inclusion of museum visits increases students' interest and motivation levels to participate in the Saturday program. Due to the

Part B: Direct Instruction Supplemental Program Information

relatively high cost of admission to places like Top of the Rock, Intrepid Sea, Air and Space Museum, and the Central Park Zoo, many of our students would not otherwise have the opportunity to visit and enjoy these places.

Parents are invited and encourage to participate to all activities as chaperons and have their admission fees and transportation covered.

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

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

For the Saturday Institute, first priority is given to our Beginners and students who did not make Annual Measurable Achievement Objectives (AMAO). If additional seats are open, we will then open this program to the ELLs in all subgroups across all grade levels (9, 10, 11, and 12). Instruction is targeted based on the individual needs of each student.

In addition, students have the opportunity to participate in cultural immersion activities, such as attending Metropolitan Opera performances in person or broadcast into EBT's auditorium; attending Broadway theatre performances in collaboration with the Grand Street Campus High Schools Audience Development Program; and visiting museums throughout New York City, such as the Museum of Modern Art.

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

There are 2 teachers in this program who help ELLs with their acquisition of the English language, one certified social studies teacher, Spanish native, and an ESL certified teacher. They plan and teach as a team during both sections of the program.

Supplementary materials that are used for the extended-day programs and the ELL component of our Saturday Institute include Getting Ready for the NYSESLAT and Beyond, Kaplan ELA Regents Prep books, bilingual dictionaries, Oxford picture dictionaries, Visions textbooks and workbooks and classroom libraries. In addition, students use online programs such as Castle Learning and Achieve3000. The use of this software provides students with real-life social and cultural situations, authentic language contexts and native speech that will help students move more effectively toward English language proficiency. Lastly, two mobile computer lab carts consisting of 40 Apple laptops is available to ELLs during Saturday Institute.

During the spring term we are adding 8 sessions of differentiated instruction in content literacy and ESL

Part B: Direct Instruction Supplemental Program Information

in the afternoon, starting on May 9, 2013 and ending on June 4, 2013. The sessions are scheduled for Tuesdays and Thursdays from 3:45 pm to 5:15 pm (3 hours per week) and are taught by a team of two teachers (one content area and one licensed ESL teacher). The Afternoon Program is supervised by Mr. Klein, Assistant Principal (IA), Pupil Personnel Services, Instructional Support Services and English as a Second Language. This is the only program running in the building at this time, so a supervisor will be funded through Title III.

Part C: Professional Development

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

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

Begin description here:

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

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

- Differentiated Instruction
- Preparing Students for the NYSESLAT
- Common Core State Standards (CCLS) and Curriculum Mapping for ELLs
- Promotional Policy
- Language Allocation Policy (LAP)
- Data-based instruction
- Formative and Summative Assessments

In addition, teachers who serve our ELLs attend professional development during common planning time once a week. The professional development sessions will be facilitated by Mr. Klein (Assistant Principal), Mr. Schragger (Assistant Principal), Ms. Gunther (ESL Coordinator), Ms. Goodman (ESL Teacher) or Ms. Canario (Bilingual Global Studies Teacher) at EBT:

Professional Development Schedule

Date /Time	Topic	Provider
------------	-------	----------

Part C: Professional Development

September:

9/5	Managing students data with Jupitergrades	Jamal, Klein
9/14	LEP Identification Process	Gunther
9/21	Unwrapping the Common Core Learning Standards	Gunther, Goodman
9/28	S.M.A.R.T. Goals/Organizing for Success	Klein , Goodman, Gunther

October:

10/5	Assessment for Learning (AFL) Strategies	Goodman
-	RA-TA-TA and IR (America's Choice)	
10/12	Pearson ELL Periodic Assessment	Gunther
10/19	Assessing Student Work	Goodman, Gunther
10/26	Common Assessments and Test Design	Goodman, Gunther
-	Castle Learning	

November:

11/2	Writing Common Core Learning Tasks UBD Model	Gunther
11/6	Developing a positive school culture	Klein
-	Classroom Management	Schrager
11/8	Differentiated Instruction / Flexible Groupin	Gunther, Goodman
11/16	Regents Prep through Achieve3000	Gunther, Goodman
11/30	ELA Regents Test Item Analysis	Gunther,
-	Assessing Student Work	Goodman,

December:

12/6	CCLS Formative and Summative Assessments	Gunther, Goodman
12/13	Common Core Unit design	Gunther, Goodman
12/20	Collaborative Learning ;Differentiation techniques	Gunther, Goodman
-	Best Practices	

January:

1/8	Co-teaching for ELL success	OELL
1/11	Common Core and the ELL	Network 610
1/18	Student Data analysis Student portfolios	Gunther, Goodman
1/28	Teaching Academic Language	Gunther, Goodman

Part C: Professional Development

February:

- | | | |
|------|---|------------------|
| 2/8 | Text Complexity and ELLs (webinar) | Goodman, Gunther |
| 2/15 | Habits of Mind -Tools for life long success | Gunther, Goodman |

March:

- | | | |
|-------|--|----------------------------|
| 3/2 | Digital presentation tools for students | Office of Library Services |
| 3/8 | Literacy skills through Listening and Speaking | Gunther, Goodman |
| 3/15/ | Project Based Learning Community involvement | Gunther, Goodman |
| 3/22 | Globalizing the curriculum | Gunther, Goodman |

April:

- | | | |
|------|--|------------------|
| 4/5 | Anticipating challenges for the NYSESLAT | Gunther, Goodman |
| 4/19 | Data based planning Analyzing student work | Goodman, Gunther |
| 4/26 | Teacher Portfolios | Goodman, Gunther |

May:

- | | | |
|------|--|------------------|
| 5/3 | CCLS Unit design 2 | Goodman, Gunther |
| 5/10 | Creating assignments through Castle Learning | Goodman, Gunther |
| 5/17 | Helping Disruptive students | Gunther, Goodman |
| 5/24 | CCR through Achieve 3000 | Gunther, Goodman |
| 5/31 | Literacy in content area through ESL / SIOP | Gunther, Goodman |

June:

- | | | |
|------|-----------------------------|----------------------------|
| 6/6 | Evidence-Based Reasoning | Metropolitan Museum of Art |
| 6/13 | Reflections Self-evaluation | |

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

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

Part C: Professional Development

taken to ensure compliance with this requirement.

Part D: Parental Engagement Activities

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

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

Begin description here: 1. EBT has an established Parent Association (PA) that meets on a monthly basis that addresses the needs of all parents, including the parents of ELLs. In November, we host an open house for the parents of our ELLs. During the open house, parents participate in a tour, observe classes, and meet the faculty and staff. In addition, parents have the opportunity to accompany their children on the student-led walking tours that are part of the Saturday program. There are also many opportunities for all parents to participate in events such as the The Metropolitan Opera HD Live series, school performances, and educational field trips such as college visits. Parents are invited to attend these events. In addition, their help is solicited to help in the planning and supervision of school events.

EBT has partnered with agencies such as the Metropolitan Museum of Art, Metropolitan Opera, the Museum of Modern Art, and the St. Nicks Alliance in order to provide workshops or services to parents of ELLs. In addition to the partnerships, parents of ELLs are invited to attend each of the four field trips scheduled as part of the Saturday Institute program. Additional services offered to the parents of ELLs include the presence of an interpreter at meetings, the translation of letters (in the home language indicated on the HLIS) sent home and the use of the Department of Education translation unit.

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

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

Part E: Budget

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

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