



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: EBC HIGH SCHOOL FOR PUBLIC SERVICE - BUSHWICK

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

PRINCIPAL: SHAWN BROWN **EMAIL:** SBROWN22@SCHOOLS.NYC.GOV

SUPERINTENDENT: TAMIKA MATHESON

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

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

Name	Position and Constituent Group Represented	Signature
Shawn Brown	*Principal or Designee	
Nicole Favard	*UFT Chapter Leader or Designee	
Belgica Martinez	*PA/PTA President or Designated Co-President	
None	DC 37 Representative, if applicable	
Julio Lambert Milagros Martinez Amos Drain	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Donna Whiteford Asenhat Gomez	CBO Representative, if applicable	EBC EL Puente
Dr. Karen Reid	Member/ Teacher	
Natasha Eastman	Member/Teacher	
Darnese Olivieri	Member/Teacher	
Ismenia Martinez	Member/Parent	
Elivira Trijillo	Member/Parent	
Felicita Perez	Member/Parent	
Konia Guemero	Member/Parent	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

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

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- 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.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

The major recommendation from the School Quality Review (page 5).

Systematize the analysis of data to track progress and facilitate the ability to make organizational mid-course corrections to better support student achievement. (3.3)

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader's vision

2.4 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
 - **By June 2013, 95% of all teachers will use periodic student assessments and analyze student data to support the achievement of English Language Learners and Students with Disabilities as measured by administrative conferences.**

Instructional strategies/activities

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

Description of the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a. **The school will develop and implement a school-wide assessment calendar.**
- b. **An assessment team will be formed to facilitate assessments (acuity) every 4-6 weeks.**
- c. **The school will conduct benchmark, interim, and summative assessments that are aligned to CCLS.**
- d. **Title I priority/focus funds will be used to purchase additional technology in order for students to take assessments via web based assessment programs.**
- e. **Every 4-6 weeks each department will conduct periodic assessments for students.**
- f. **Title I priority/focus funds will be utilized to purchase assessment materials and supplies.**
- g. **Data Specialist – The school's data specialist will be responsible for purchasing periodic assessment materials through acuity and developing**

alternate assessments for ELL and Special Education students.

- h. Title I priority/focus funds will be used to create per session lines for teacher teams to conduct cycles of assessments for students.
- i. Ed-Performance (Web-Based Diagnostic) - For special education and ELL students the school will use the ED – performance series assessments. This program is web-based and provides students will differentiate assessments that are aligned to their specific academic performance level and lexile scores.
- j. Professional learning communities will be formed on each grade level.
- k. Each team will meet twice a week to conduct cycles of inquiry to identify student areas of weakness based on data gathered from assessments, develop, and improve pedagogical strategies, which will lead to improved student outcomes.
- l. Instructional leads will provide professional development, school-wide, based on their content area.
- m. Title I priority/focus funds will be utilized to provide professional development to instructional leads.
- n. Each instructional lead will be trained by administration, the school’s data specialist, and network personnel.
- o. Students within the lowest third, ELL students, and special education students have been selected. Each department will make midcourse corrections to improve pedagogical practices.
- p. Educational Consultants will be utilized to meet with teacher team to provide professional development that will be focused on gathering and analyzing data.
- q. Each marking period the instructional cabinet team in conjunction with the administrative team will evaluate the progress, effectiveness, and impact of the cycles of assessment.
- r. The instructional cabinet will meet on a weekly basis to discuss the implementation of this assessment cycles and discuss modifications that need to be made in order to improve the current structures for data analysis.
- s. The assessment cycles will commence in October 2012 and will conclude in May 2013. The data collected will be used to conduct cycles of inquiry on a grade team level each marking period.
- t. Scholarship report meetings – Every 4 to 6 weeks administration will meet with each person on the instructional staff to analyze student data. Passing percentages will be assessed as well as the use of assessments to appropriately provide students grades.

Personnel or Resource	Frequency	Location	Allocation	Activity
Teacher – per-session	5 teachers, 4 hours per week, twice a month	Teachers’ Workroom	Title I Priority/Focus Funds	Conduct department based assessments for students.
Teacher - per-session	6 teachers 1 hour a week for 10 weeks	Principals’ Conference room	Title I Priority/Focus Funds	Professional development provided by administration for instructional leads. Instructional leads will be trained on how to create and adjust common core aligned assessments by department.
Supervisor – per-session	1 administration will work 1 hour per week and provide 6 teachers professional development for 10 weeks	Principals’ Conference room	TL Fair student funding	Professional development will be focused on created common core aligned assessments for all students, including Special Education and ELL students.
ELL consultant	60 hours total, 6 hours per week for 10 weeks, providing professional	Library	Title I Priority/Focus Funds	Professional development around properly assessing ELL students.

	development for 6 teachers.			
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Budget and resource 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 IA Title IIA Title III Set Aside Grants Allocation_____ Other-describe here: Title I Focus Schools

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

The school will be using multiple funding sources (federal, state, and local) to integrate services as a Title I SWP school.

The funding sources include the following subgroups: TLFSF, Title I SWP, TL Children First, Title I 10% Set Aside and 5% Set Aside, ARRA RTTT, and Title I Priority School Allocation. These funding lines will be used to provide professional development, gather/analyze student data, and improve data analysis practices school-wide.

Funds to support the improvement of instructional practices, integration of technology, web-based assessment diagnostics, data analysis materials by subgroup include TLFSF, Title I SWP, TL Children First, Title I 10% Set Aside and 5% Set Aside, ARRA RTTT, and Title I Priority School Allocation.

Title I Priority School funds will be used for an ELL consultant to provide professional development for approximately 60 hours in total. The consultant works with ESL/Special Education teachers one day a week for approximately 6-1/2 hours on analyzing data, using multiple entry points to address the needs of special education and English language learners, developing Common Core-aligned units of study and performance-based tasks, and implementing Common Core instructional shifts to align their lessons.

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

The major recommendation from the School Quality Review (page 4).

Develop protocols to identify key state standards in curricula and develop Common Core Learning Standards-aligned tasks, emphasizing higher order thinking skills and promoting postsecondary readiness. (1.1)

JIT Report, Teaching and Learning Section, December, 2011.

“There is a limited use of technology in the school. Most classrooms do not have any desktop computers. A laptop cart was observed in one classroom where students were doing research in a social studies class. Only one document reader and no SMART Boards were observed. The lack of technology integration into the curriculum prevents teachers from providing many resources to students. The school does not have a librarian, which limits students’ ability to work on research projects using computers or print matter”.

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

- **During the 2012-2013 school year, teachers in the core academic areas will revise and align curriculum to the Common Core Learning Standards. Curriculum will include instructional practices that are specific to ELLs and SWDs as measured by formal and informal supervisory observations.**

Instructional strategies/activities

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

Description of the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a. Professional Development via network personnel – Through network support we have been provided with several professional development opportunities. Each month staff members will improve their understanding of developing CCLS aligned performance tasks and units of study through professional development provided by network personnel.
- b. Title I priority/focus funds will be used to provide professional development by administration and the school's Lead Teacher for 10 teachers, 6 hours a week for 10 weeks.
- c. TEP - A teacher effectiveness program coach will meet with teachers on a biweekly basis to provide professional development around the teacher competencies found within Danielson' Framework.
- d. Achievement Coach - On a monthly basis the school will participate in professional development on and off-site provided by the network.
- e. Achievement coaches will work in conjunction with instructional leads and administration to provide feedback on developing performance tasks and common core aligned units of study.
- f. Teacher Teams – Department teams will meet on a weekly basis and receive on-site professional development on how to aligned units of study, curriculum maps, and performance tasks to CCLS.
- g. Common Core Aligned Performance Tasks - During the first semester of the 2012 – 2013 school year performance tasks will be delivered to all students in all content areas during the month of December. During the second semester performance tasks will be delivered to students during the second marking period.
- h. Administration will meet with each instructional staff member to ensure that all performance tasks are aligned to the common core learning standards.
- i. The school's lead teacher will also provide ongoing professional development to help improve and revise performance tasks.
- j. ESL Consultant that will meet with all ESL/special education teachers to ensure that they are multiple entry points and modifications for ELL/Special Education students to complete performance tasks.
- k. Integration of Technology – Teachers will utilize the Rubicon Atlas mapping system to create virtual curriculum maps. Teachers will create virtual curriculum maps that are aligned to the common core learning standards.
- l. Title I priority/focus funds will be used to purchase educational software (Rubicon Atlas mapping, Ed performance assessment series, audible – audiobooks, etc.). Teacher will use this to post their curriculum maps.
- m. Each teacher will receive professional development and training on how to utilize this web-based curriculum mapping system from the school Computer Technician.
- n. CCLS leveled Text Libraries– Each content area will purchase common core aligned leveled text. Common core aligned text libraries will be used within the classroom to improve the level of rigor, text complexity, and alignment to key common core standards based on age and grade.
- o. Lead Teacher/Instructional Leads/Achievement Coach – These individuals will be responsible for provided professional develop and feedback to teachers on improving their pedagogical practice, specifically the implementation of the CIE (units of study, curriculum maps, and performance tasks) for 2012-2013.

- p. Title I priority/focus funds will be used to purchase additional textbooks for students. Four textbooks will be purchased for 9,10,11, and 12th grade students within the lowest third. Barron regents prep books will be purchased for living environment, integrated algebra, ELA, US and global studies. The courses for these books will be
- q. The first marking period of the school year will be dedicated to developing curriculum maps that are CCLS by mid-October.
- r. Performance tasks must be completed by mid-January.
- s. The Lead Teacher will facilitate professional development regarding performance tasks.
- t. The administrative team will consult the instructional cabinet to provide opportunities for feedback.
- u. Implementation will commence at midpoint of the first marking period. All teachers will be producing performance tasks that will be distributed to all students during the third marking period.

BUDGET: GOAL # 2, SEE BENEATH Personnel / Supplies / Equipment / Per- session	Frequency	Location	Allocation	Activity
ELL Consultant	60 hours total: 6 hours a week for 10 weeks.	Library	Title I Priority/Focus	Curriculum mapping professional development
Teacher – per-session	10 teachers, 6 hours a week, for 10 weeks.	Library	Title I Priority/Focus Funds	Curriculum mapping professional
Supplies - General See: Galaxy Allocation	Supplies details: How many ? Apple Inc. I pads and Laptops	Computer Tech office	Title I Priority/Focus Funds	Installation of all new software and hard ware.
Software	Interactive I-books for I pads purchased Rubicon Curriculum Mapping Ed Performance Assessment Series	Computer Tech office	Title I Priority/Focus Funds	Instillations of software
Textbooks	Regents prep booklets: 4 booklets for all students in the Lowest One Third across grades 9 – 12 Spanish-English Dictionaries, reference	Classrooms	Title I Priority/Focus Funds	Functional classroom libraries

	books, Time for Kids and Regents Workbooks will be purchased			
Supervisory – per-session line	One administration will work with 10 teachers for 6 hours a week for 10 weeks.	Principals Conference room	Tax levy fair student funding Funds	Professional development for creating common core aligned curriculum.

Budget and resource 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 IA Title IIA Title III Set Aside Grants Allocation_____ Other-describe here: Title I Focus School

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

The school will be using multiple funding sources (federal, state, and local) to integrate services as a Title I SWP school.

The funding sources include the following subgroups: TLFSF, Title I SWP, TL Children First, Title I 10% Set Aside and 5% Set Aside, ARRA RTTT, and Title I Priority School Allocation. These funding lines will be used to provide professional development for creating common core aligned units of study, performance tasks, and purchase additional resources (textbooks, reference books, online web-based text, etc.) that are common core aligned.

Funds to support the improvement of instructional practices, integration of technology, educational software for curriculum mapping , reference materials for students by subgroup include: TLFSF, Title I SWP, TL Children First, Title I 10% Set Aside and 5% Set Aside, ARRA RTTT, and Title I Priority School Allocation.

Title I Priority School funds an Educational Consultant approximately 60 hours. The consultant works with two teachers one day a week for approximately 6-1/2 hours on designing comprehensive common core aligned curriculum maps, performance tasks, units of study, and include entry points to address the needs of special education and English language learners.

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

The major recommendation from the School Quality Review (page 5).

Support teachers in achieving greater effectiveness in regard to data analysis to support student goal setting for individual students and student groups. (3.2)

JIT Report, Teaching and Learning Section, December, 2011.

“There is a limited use of technology in the school. Most classrooms do not have any desktop computers. A laptop cart was observed in one classroom where students were doing research in a social studies class. Only one document reader and no SMART Boards were observed. The lack of technology integration into the curriculum prevents teachers from providing many resources to students. The school does not have a librarian, which limits students’ ability to work on research projects using computers or print matter”.

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

 X 4.2 Instructional Practices and strategies

 X 4.4 Classroom environment and culture

 4.3 Comprehensive plans for teaching

 X 4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, teachers will improve their pedagogy, specific the use of data to drive instruction through frequent cycles of classroom observation and feedback using a rubric that articulates clear expectations for teacher practice in the three identified competencies which will be evidenced by improved ratings within ARIS (teacher evaluations).

Instructional strategies/activities

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

- **Teachers will be engaged in professional development focused on the following components: designing coherent instruction, classroom environment, questioning, discussion, student engagement, assessment, and professional growth.**
- **Instructional staff receives weekly on-site professional development regarding the above-mentioned components.**
- **Professional development will be differentiated and based upon teacher choice.**
- **Instructional leads will provide professional development for the following areas of instruction: Classroom environment, assessment, engagement, and questioning/discussion.**
- **Title I priority/focus funds will be used to purchase additional sources of technology (such as smart boards, I pads, laptops) to help teachers improve instruction through the integration of technology and align instruction to the learning styles of the students as well as promote the development of 21st Century skills.**
- **Title I priority/focus school funds will be used to purchase additional educational software for special education students and ELL students.**
- **Teachers will receive individual and group professional development via the school's lead teacher.**
- **Title I priority/focus funds will be used to provide additional professional development via the school's educational consultant.**
- **Achievement coaches will also provide additional support to teachers in collaboration with the instructional leads within the school.**
- **The administrative team will conduct at least 6 observations for all staff members throughout the school year.**
- **The administrative team will meet on a bi-weekly basis with Talent/Achievement Coach to professional development around teacher competencies.**
- **The administrative team in collaboration with the instructional cabinet team will develop a school-wide observation tracker to ensure that all teachers are receiving feedback and are given clear directives on how to improve their pedagogical skills.**
- **Begin to integrate the observation feedback tool and tracker in the ARIS portal.**
- **Develop a school-wide professional development plan in collaboration with teachers, support staff, and the network.**
- **Each untenured teacher will receive mentoring from a veteran teacher which will be tracked via the mentoring tracking system.**
- **Teachers will receive frequent cycles of feedback based upon observations of instructional practice as assessed Danielson's framework for teaching.**
- **Work in conjunction with network personnel to provide on and off-site professional development for staff members.**
- **Work in collaboration with the Teacher Effectiveness Program Talent Coach to provide additional training for administration in providing actionable feedback to teachers.**
- **Collaboratively develop instructional goals for teachers, provide detailed feedback, and next steps. Utilize Danielson's framework to develop a common language regarding instruction during professional development sessions with teachers.**
- **By March 2013, teacher improvement will be identified through trending indicators via the teacher effectiveness program (ARIS).**
- **Each marking period scholarship reports will indicate improved passing percentages as a result of common core aligned lessons, improved pedagogical practices, and ongoing professional development.**

BUDGET: GOAL # 3 Personnel / Supplies– School budget alignment Supplies or equipment purchased	Frequency / description	Location	Allocation	Activity
Supervisory – per-session	Administration will provide professional development for approximately 20 teachers, 4 hours a week, for 10 weeks.	Principal’s conference room.	Title I Priority/Focus Funds and Tax Levy fair student funding	Supervisors will provide professional development on the implementation of new sources of technology, differentiation, etc.
Teacher Per Session: Computer Teacher – Software Support for staff.	10 sessions * 5 hours = See Galaxy Allocation. Atlas mapping system, Ed-performance, acuity assessment materials, audible software, interactive textbooks via I-books,	Library and Computer Lab	Title I Priority/Focus Funds	Virtual educational software will be installed by the school’s computer teacher for all laptops and tablets
Smartboards See: Galaxy Allocation	Purchase to integrate technology	Resource Room within the building:	Title I Priority/Focus Funds	Resource classrooms
IPads See: Galaxy Allocation	Purchased to integrate 21st Century Learning	Special Education classrooms	Title I Priority/Focus Funds	Resource classrooms
Teacher – Per session line	Teacher will receive professional development from the school’s computer technicians and administration. 20 teachers for 4 hours a week for 10 weeks.	Teacher Workroom	Title I Priority/Focus Funds	Teachers will be trained on how to utilize all new equipment.

Budget and resource 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 IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: Title I Focus Schools _____

Service and program coordination

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

The school will be using multiple funding sources (federal, state, and local) to integrate services as a Title I SWP school.

The funding sources include the following subgroups: TLFSF, Title I SWP, TL Children First, Title I 10% Set Aside and 5% Set Aside, ARRA RTTT, and Title I Priority School Allocation. These funding lines will be used to provide professional development for creating common core aligned units of study, performance tasks, and purchase additional resources (textbooks, reference books, online web-based text, etc.) that are common core aligned.

Funds to support the improvement of instructional practices, integration of technology, web-based assessment diagnostics, data analysis materials by subgroup include TLFSF, Title I SWP, TL Children First, Title I 10% Set Aside and 5% Set Aside, ARRA RTTT, and Title I Priority School Allocation.

September 2012 – June 2013. Title I Priority school funds were used to hire an Staff Developer to work with ESL/special education teachers for approximately 10 sessions at 6 hours per day = 60 hours on a bi-weekly basis. The Staff Developer, Faye Pallen of Literacy Support Inc., works with two teachers once a week for approximately 6 hours on designing comprehensive common core aligned curriculum, performance tasks, units of study, and include entry points to address the needs of special education and English language learners.

Title I priority school funds were used to hire f-status assistant principals to provide ongoing professional development for staff members within the following teacher competencies: designing coherent instruction, classroom environment, instruction (assessment, questioning/discussion, student engagement), and professional growth.

around college readiness.

- g. Title I priority/focus funds will be used to fund guidance counselors that are involved in creating the school’s curriculum.
- h. Each guidance counselor will identify student subgroups based on college and career readiness data obtained via Skedula. Each subgroup will be provided with individual and group counseling around academic/social – emotional subjects.
- i. The 11th grade guidance counselor will be responsible for working with the schools instructional staff to provide students with college/career readiness electives.
- j. The school’s senior advisory team will provide all senior students with additional resources via web based sites to assist in applying to various college-based on student choice.
- k. Senior students will be selected as co-op students to provide peer tutoring to students.
- l. The guidance team will receive professional development via the network personnel.
- m. College applications, essay, and scholarship applications will be used to assess the progress and effectiveness of these strategies/activities. Grade level teams will consult with administration to ensure that this goal is achievable and make midyear corrections/modifications based on quantitative data.
- n. Time – line – this goal is ongoing throughout the year and will commence in October.
- o. Guidance will also create specific support groups based on student interests.

BUDGET: Goal # 4, See Below

Personnel – school budget alignment	Frequency	Location	Allocation	Activity
4 Guidance Counselors – per session	6 hours per week for 10 weeks	Guidance counselor office	Title I Priority/Focus	Staff members will collaboratively develop a curriculum that addresses student's social/emotional needs and prepares them for post-secondary life.
2 Supervisors – per session	6 hours per week for 10 weeks	Guidance counselor office	TL FSF	Supervise staff members in developing curriculum. Provide professional development and training.
5 Teachers – per session	3 hours per week for 10 weeks	Guidance counselor office	Title I Priority/Focus	Work in collaboration with the school's guidance team to ensure that student academic needs are also being addressed within the curriculum.
1 Family Worker	1 hour for 23 sessions	Guidance Office	Title 1 P/F	Work in collaboration with Guidance Team
Coop Student Aide	10 students , 1 hour a day, 30 sessions	Classroom	Title 1 P/F	Students will engage in college/career readiness training

Budget and resource 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 IA Title IIA Title III Set Aside Grants

Other-describe here: __Title I Focus School
 Funds _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

The school will be using multiple funding sources (federal, state, and local) to integrate services as a Title I SWP school.

The funding sources include the following subgroups: TLFSF, Title I SWP, TL Children First, Title I 10% Set Aside and 5% Set Aside, ARRA RTTT, and Title I Priority School Allocation. These funding lines will be used to provide additional support for students, peer tutoring, professional development, and development of college and career readiness curriculum.

Funds to support the improvement of instructional practices, integration of technology, web-based assessment diagnostics, data analysis materials by subgroup include TLFSF, Title I SWP, TL Children First, Title I 10% Set Aside and 5% Set Aside, ARRA RTTT, and Title I Priority School Allocation.

Title I priority school funds were used to per session lines for additional administrative support to provide ongoing professional development for staff members to develop a college and career readiness curriculum that is in alignment with the common core standards.

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

The major recommendation is from the school's learning environment survey which states that the school was rated at 7.5 on page 1 of the learning environment survey from 2011-2012.

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment 6.4 Partnerships and responsibility
 6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, communication and engagement with all members of the family will be increased as measured by a 10% parent response rate on the citywide Learning Environment Survey. It

Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) Timeline for implementation.

Strategies/Activities –

The school will conduct monthly PTA/PA meetings in which all parents will have the opportunity to collaboratively make school wide decisions.

The school's parent coordinator will provide translation for Spanish-speaking parents.

The school will provide ESL courses via New York City College of Technology/CUNY.

The school will provide basic skills computer courses for parents.

SLT (School Leadership Team) meetings – Every week parents will have the opportunity to discuss the school's goals, budget, instructional practices, student's behavior, etc.

Computer Classes – Parents will have the opportunity to take basic computer skills classes for free.

East Bushwick Congregations (CBO) – Parents and students will be provided with assistance when dealing with attendance issues with students, communication with parents, teachers, and administration.

Parent coordinator – Our parent coordinator will be responsible to ensure that these strategies and activities are being implemented. The parent coordinator will be providing additional parent outreach.

Guidance Team – The guidance team will conduct parent meetings on each grade level according to their assignment every semester. These meetings will be used to inform parents of their student's current academic progress towards graduation.

Pupil Personnel Secretary – The pupil personnel Secretary will be responsible to outreach to parents regarding attendance and social/emotional development.

Family workers will be used to assist parents that are having trouble with student and for translation/interpretation.

In attendance team will be formed to help students and parents improve attendance.

An incentive program will be created to improve parent participation.

Title I priority/focus school funds have been allocated for family workers to help improve communication with parents and families.

A volunteer parent team will be used to improve the level of engagement of all parents.

Additional school generated reference materials will be given to parents that speak a second language to help improve communication.

Instructional Team Members/ Lead Teachers/ Department heads – Each week administration will be meeting with these teams to ensure that teachers are involved in school wide decision-making.

BUDGET: Goal # 5 – See Beneath

Personnel - alignment to schools budget	Frequency	Time	Location	Allocation	Activity
4 Guidance Counselors- per session	Parent meetings will take place once per month.	Approximately four to five hours per meeting. 4 Guidance Counselors, 4 hours a meeting, for 4 meetings every other month throughout the school year.	Parent meetings will be held in the school's cafeteria, library, and multipurpose room	Title I priority/focus	Parents will be informed of their student's current academic standing, Regents scores, social/emotional development, and be provided with information regarding applying for various colleges. Guidance counselors will also review the current advisory curriculum and discuss concerns or questions with parents

<p>10 Teacher regular classes per session</p>	<p>Parent meetings will take place once per month.</p>	<p>Approximately four to five hours per meeting.</p> <p>10 teachers, 4 hours a meeting, for 4 meetings every other month throughout the school year.</p>	<p>Parent meetings will be held in the school cafeteria, library, and multipurpose room.</p>	<p>Title I priority/focus</p>	<p>Parent meetings will be used for teachers to discuss students current academic/social – emotional performance. Parents will have the opportunity to also meet with their student’s advisory teacher as well.</p>
<p>2 Family workers – per session</p>	<p>Parent meetings will take place once per month.</p>	<p>Approximately four to five hours per meeting</p> <p>2 family workers 4 hours a week for 4 meetings scheduled for every other month.</p>	<p>Parent meetings will be held in the school cafeteria, library, and multipurpose room.</p>	<p>Title I priority/focus</p>	<p>Family workers will meet with parents to discuss their student’s attendance, behavior, and any other patterns observed.</p>
<p>4 school aide – per session</p>	<p>Parent meetings will take place once per month.</p>	<p>Approximately four to five hours per meeting</p> <p>4 school aides for 4 hours a week for 4 meetings scheduled for every other month.</p>	<p>Parent meetings will be held in the school cafeteria, library, and multipurpose room.</p>	<p>Title I priority/focus</p>	<p>School-aides will be used to help with translation/interpretation for Spanish-speaking parents.</p>

Non Contractual Services	Before and/or after monthly meetings and Saturdays	Varies	School Library	Title 1/P/F	Additional Materials needed for parent involvement activities such as translation software, Rosetta Stone.
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Budget and resource 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 IA

Title IIA

Title III

Set Aside

Grants

School

Other-describe here: Title I Priority Focus

Service and program coordination

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

The school will be using multiple funding sources (federal, state, and local) to integrate services as a Title I SWP school.

The funding sources include the following subgroups: TLFSF, Title I SWP, TL Children First, Title I 10% Set Aside and 5% Set Aside, ARRA RTTT, and Title I Priority School Allocation. These funding lines will be used to provide additional support for students, peer tutoring, professional development, and development of college and career readiness curriculum.

Funds to support the improvement of instructional practices, provide translation for parents second language is English, integration of technology, web-based assessment diagnostics, data analysis materials by subgroup include TLFSF, Title I SWP, TL Children First, Title I 10% Set Aside and 5% Set Aside, ARRA RTTT, and Title I Priority School Allocation.

Title I Funds will be used to create per-session lines for 2 Assistant Principals to create a welcoming environment for parents, communicate with staff and parents regarding important school related information.

Title I funds will also be used to create per session lines for family workers. Two Family workers will work approximately one hour

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

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	Read 180, Wilson reading, ELA basic skills classes, regents prep classes, balanced literacy, reading and writing workshops, utilizing common core aligned rubrics to provide feedback, virtual writing,	Small group	During the school day, after school, and Saturdays.
Mathematics	Math Basic Skills classes and regents prep classes	Small groups	Saturdays and after school
Science	Regent's prep classes	Small groups	Afterschool and Saturdays
Social Studies	Regents prep classes,	Small groups	Afterschool and Saturdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Advisory	Small groups	During the school day

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.

The school presently uses the HOUSSE program to assist teacher with becoming highly qualified. Through network support several teachers that have been assessed and documented as not being highly qualified. After this process has taken place we have referred several teachers to this program. Below is a brief description of how the program assists teachers. This description was cited from the program's web page.

HOUSSE: High, Objective, and Uniform State Standard of Evaluation

An alternative method to assessing teacher subject matter competency is the High, Objective, and Uniform State Standard of Evaluation (HOUSSE). HOUSSE allows current teachers to demonstrate subject matter competency and Highly Qualified Teacher (HQT) requirements through a combination of proven teaching experience, professional development, and knowledge in the subject acquired over time through working in the field. Some examples of requirements that States use to measure a teacher's competency in his or her subject area are writing curriculum, assessments, or both; teaching a course at an institution of higher learning; being a peer mentor; receiving regional, national, or State teaching awards; and having a certain amount of teaching experience, just to name a few. Hours spent completing the requirements earn a certain number of points that each teacher must accumulate to prove that he or she is highly qualified. A teacher may choose this route instead of demonstrating competency through examination, college major, college major equivalency, graduate degree, or advanced certification in the core content area taught.

Differentiated Professional Development – The staff has collaboratively developed a yearlong professional development calendar that is structured around CIE (City wide instructional Expectation), TEP (Teacher Effectiveness Program), and Danielson's Framework for teaching.

Network Support and Professional Development – Teachers have received several opportunities for professional development in order to become highly effective within their specific content area.

Lead Teacher Support and Training – The school has also hired a Lead Teacher to provide individual professional development for teachers in need.

Professional Development – We have created a professional development schedule. The schedule provides time for the entire staff to meet on a weekly basis. Each week teachers are provided with professional development around three major areas: Danielson's framework, CCLS (Performance tasks and units of study), and CIE (City-wide instructional expectations). There have been shifts in focus on some occasions, but this is the core structure that supports our goals. We also believe that teacher leadership is imperative to delivering quality professional development. Staff members facilitate most of our professional development sessions.

Professional Learning Communities – We believe that collaborative is the key to supporting our school's goals. Teacher teams, grade teams, department teams, SLT, Instructional cabinet, and mentoring teams are essential to our schools growth.

Educational Consultation – Another part of our action plan is utilizing support outside of the school. We employ professional development through our network, achievement coach, TEP coach, Principal Coach and several other education advisors. Their input provides us with a clear understanding on how to utilize funds, understand new citywide initiatives, staffing decisions, programming, etc.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND 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

Here at EBC we believe that the cornerstone of success academically/socially-emotionally is our relationship with parents and the community. The purpose of this policy is to create a learning environment that is conducive to learning and values the perspective of parents within the school. As a school community we believe that we are in full compliance with various policies regarding parent involvement (Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act. We have created several venues to ensure that there is clear, reciprocal communication between parents, students, staff, and administration here at EBC high school. As a school we believe in collaborative decision making at all levels. This includes seeking advice and guidance from our community of parents. We have created several entry points for all parents to participate in decision making (SLT meetings, Academic advisement, PTA/PA meetings, budget meetings with parents, etc.). Listed below are strategies and activities that we have created to support students in need of additional support academically/socially:

- Parent meetings have been scheduled by grade level. These meetings will provide parents and students with additional resources to improve their academic standings. This will take place every semester.
- Students and parents will be provided with academic trackers, credit accumulation calculators that will give them a clear understanding of their present academic standings.
- Provide parents with alternative learning facilities for students in need of these services.
- Our school's Data Specialist will provide informative workshop regarding federal and state standards
- School staff will be provided with professional development sessions dedicated to dealing with students with social-emotional challenges via the guidance team. The program will be facilitated by Ms. Rivera (Guidance Department Head).

Our school has a large population of ELL and special needs students. Because of this we create a plan that will ensure that their needs are considered. This was done through assessing parents, teachers and students that fall within these categories. Each semester the administrative team will meet with a randomly selected group of parents to assess the effectiveness of these policies.

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;
- ensure a safe learning environment;
- Each student will have an advisory of peers;
- Create and maintain healthy lines of communication with students;
- Provide sufficient learning resources for students;
- 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;

III. Student Responsibilities:

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

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 .

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Jayne Godlewski/Ada Codova	District 32	Borough Brooklyn	School Number 545
School Name EBC Bushwick High School			

B. Language Allocation Policy Team Composition

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

C. Teacher Qualifications

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	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	0		

D. School Demographics

Total number of students in school	591	Total Number of ELLs	99	ELLs as share of total student population (%)	16.75%
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Part II: ELL Identification Process

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									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										0
Dual Language										0
ESL	20	5	1	27	10	4	52	8	15	99
Total	20	5	1	27	10	4	52	8	15	99

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										14	25	16	16	71
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic													1	1
Haitian														0
French														0

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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other											1	1		2
TOTAL	0	14	26	17	17	74								

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										22	25	24	25	96
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											1	1	1	3
TOTAL	0	22	26	25	26	99								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. a. At EBC Bushwick the organizational models used for ESL are (1) self-contained/free-standing and (2) push-in/co-teaching.
1. b. Self-contained are ungraded and heterogeneous by proficiency level; and push-in classes mostly graded and homogeneous by proficiency.
2. The NYSESLAT and LAB-R proficiency levels are used to program students in ESL and content classes that are co-taught. Beginner Level ELLs are provided with three class periods/per day totaling and exceeding the CR Part 154 mandates; Intermediate Level ELLs are

A. Programming and Scheduling Information

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

Courses Taught in Languages Other than English ⓘ

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

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

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

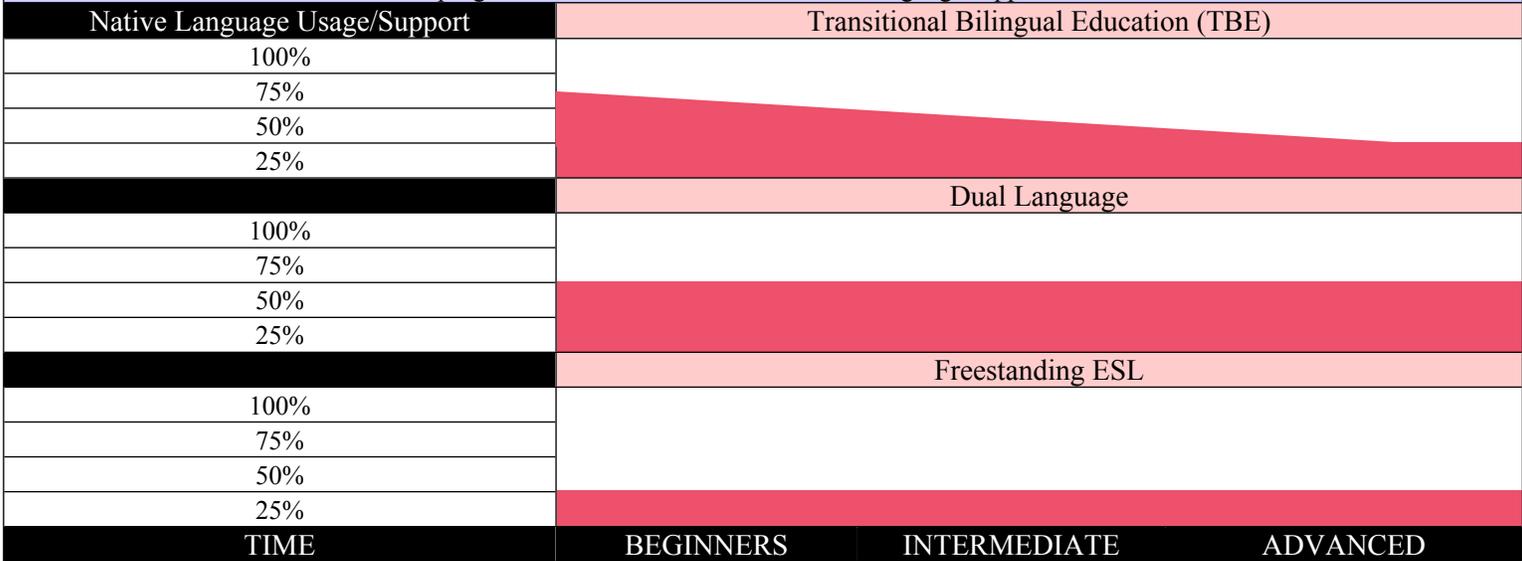
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
 2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
 3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.
1. All ELL staff attends PD on CCLS and ELLs monthly, January 2012-May 2012. Each session is three hours and is provided by the school's network. ELL staff also attends PD on supporting ELL/SWD which is provided by central OELL.
 2. PD on how to support incoming 9th grade ELLs is being developed by the 9th grade instructional team.
 3. Schoolwide PD for ELLs/Jose P. is being developed for June's Chancellor Day 2012.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
 2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
 3. How do you evaluate the needs of the parents?
 4. How do your parental involvement activities address the needs of the parents?
1. EBC parents are involved in computer literacy, four nights a week, and ESL, two nights a week, classes in the evening. The school also has a book club for parents once week. PTA monthly meetings are held on Saturdays. Parents are provided translation and interpretation with Spanish by Spanish-speaking biligual parent coordinator and other staff.
 2. EBC partners with El Puente CBO which supports parents with their diverse needs such as immigration, social service needs, etc. El Puente refers families to other agencies when needed.
 3. At intake, each family of a new student is interviewed and their needs assessed. Each year, the parent coordinator surveys the families regarding their needs and interests.
 4. All programs at EBC are developed based on the parent interviews and surveys. The school's social worker supports the parents and students. Often, referrals are made to the social worker and the school's CBO based on the work of the parent coordinator at the beginning of the year and throughout the year.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										4	4	3	4	15
Intermediate(I)										12	9	11	7	39
Advanced (A)										7	13	8	10	38
Total	0	0	0	0	0	0	0	0	0	23	26	22	21	92

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	38	37	1		76
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8	26	0	37	0	25	0	1	0	89
NYSAA Bilingual Spe Ed	0								0

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	6		2	
Integrated Algebra	16		3	
Geometry	2		2	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	37		16	
Physics				
Global History and Geography	22		2	
US History and Government	11		3	
Foreign Language	10		9	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
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. Our school does not assess early literacy skills. Acuity is used for all students including ELLs. The data shows us that our ELLs have low literacy. This information helped inform us about what we needed to add to our ESL programs and support this year. Specifically, Rosetta Stone and Dragon Speak were ordered this year as additional supports for our ELLs for language development.
2. The data has revealed that many of our long-term ELLs continue to test at the intermediate level on the NYSESLAT. Many of our student plateau at the intermediate and advanced levels of proficiency.
3. Long-term ELLs mostly test at the proficient level in Speaking/Listening and intermediate level for reading and writing. The school is in the process of restructuring its ESL program in order to best meet the needs of these students.
4. a. The pattern across proficiencies and grades reveals that our ELLs need targeted assistance in reading and writing and the CTT model is not supporting these students in that way. ELLs across the school are not faring well in either English or home language tests. This seems to be due to low literacy levels in both their first and second language as well as background knowledge deficiencies.
- 4.b. The school is not giving the ELL Periodic Assessment this year.
- 4.c. Based on the previous year's use of the ELL Periodic Assessments, there was not much done with this data to inform instructional decisions.
5. N/A
6. At this time, the school does not have a formalized system for evaluating the ELL programs. The school tracks Regents passing rates and credit accumulation for its ELLs.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: EBC Bushwick High School

School DBN: 32K545

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Shawn Brown	Principal		2/13/12
Latasha Gray	Assistant Principal		2/13/12
Samary Trinidad	Parent Coordinator		2/13/12
Robert Lombardi	ESL Teacher		2/13/12
	Parent		2/13/12
Ismene Petroutsos	Teacher/Subject Area		2/13/12
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Rosaline Rivera	Guidance Counselor		2/13/12
Jayne Godlewski	Network Leader		2/13/12
Vanesse Santos	Other <u>Pupil Personnel Sec</u>		2/13/12
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

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

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

Part A: Needs Assessment Findings

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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 or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: EBC H.S. Bushwick	DBN: 32K545
Cluster Leader: Ada Cordova	Network Leader: Jayne Godlewski
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:
Total # of ELLs to be served: 96
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: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 0

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: ELLs are afforded equal access to all after-school and Regents tutoring programs. ELLs are offered specific after school tutoring to meet their learning needs within small groups. Groups are created based upon content and academic levels. For example, we have a Global Regents Prep for ELLs who have failed the Global Regents and who are at the Intermediate and Advanced levels of proficiency. Prep classes are offered from October 2012- June 2012.

Part C: Professional Development

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

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

Begin description here: Our two certified ESL teachers attend PDs on CCLS and ELLS provided by the school's network on a monthly basis. The professional development consists of Intergrated Collaborative Teaching Models of Instruction and Integrated Technology. ELL staff also attends PD on supporting ELL/SWD which is provided by central OELL. The school has create a year-long professional development calendar that is differentiated. The development of this calendar was based upon data collected from students and teachers. Professional Development is conducted on a weekly basis on Wednesdays from 1:30 p.m. - 3:15 p.m within the school. ELL/SWD teachers receive training on new CIE (Citywide Instructional Expectations), Danielson's Framework, and data analysis as it relates to ELL students). Each week these three areas are covered in detail with all ELL/SWD staff members. The administrative team, Ms. Cotto (Data Specialist), Ms. Olivieri (Lead Teacher), Joanna Berenson (TEP Coach), and Mr. Broz (SWD/ELL Department Head) facilitates these professional development sessions on Wednesdays. Staff members are also sent to various professional development sessions that are provided by our network. We are also considering utilizing the support of an ELL educational consultant on an on-going basis.

Teachers to receive training:

Mr. Gamboa (ELL)
Mr. Lombardi (ELL)
Mr. Broz (SWD/ELL Department Head)

Schedule and Duration:

On going training each Wednesday from 1:30 - 3:15 p.m.

Part C: Professional Development

Topics to be covered:

CIE for ELL students

Danielson Framework (Planning, preparation, classroom environment, instruction, questioning, discussion, engagement, and assessment)

Models of ICT (Integrated Collaborative Teaching)

Integration of Technology to support ELL students

Workshop model of Instruction

Data Analysis to drive instruction

Names of Providers:

Mr. BRown - Principal

Ms. Gray - Assistant Principal

Ms. Olivieri - Lead Teacher

Ms. Cotto - Data Specialist

Ms. Berenson - TEP Coach

Mr. Broz - ELL/SWD Department Head

Ms. Fay Pallen - ELL Educational Consultant

Part D: Parental Engagement Activities

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

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

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

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		