



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: HIGH SCHOOL FOR ENTERPRISE, BUSINESS AND TECHNOLOGY

DBN (i.e. 01M001): 14K478

Principal: HOLGER CARRILLO

Principal Email: HCARRIL@SCHOOLS.NYC.GOV

Superintendent: AIMEE HOROWITZ

Network Leader: ROBERT HERNANDEZ

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Holger Carrillo	*Principal or Designee	
Adam Benson	*UFT Chapter Leader or Designee	
Jean Leon	*PA/PTA President or Designated Co-President	
Paula Almanzar	DC 37 Representative, if applicable	
Deenka Leon Launi Eljio Orin Troyer	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
John Heegle	Member/ UFT Delegate	
Jane Wharton	Member/ CSA Representative	
Denise Powell	Member/ Parent	
Saturnine Boyce	Member/ Parent	
Nicole Thomas	Member/ Parent	
Luis Cruz	Member/ Parent	
	Member/	

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 which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

	Indicate using an "X" in the box to the left of each section that the section has been completed
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

- Improve passing rate (including “>=75” pass rate) in Global History Regents examination for 10th graders by 5%. By June 2014, we will increase pass rate to 71%, and “>=75” pass rate to 50%.
- Improve passing rate (including “>=75” pass rate) in United States History Regents examination for 11th graders by 2%. By June 2014, we will increase pass rate to 78%, and “college-ready” pass rate to 50%.

Comprehensive Needs Assessment

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

- Passing rate for Global History is lowest among Regents exams necessary for student graduation. In addition, we are looking to increase our percentage of students passing at score equal or greater than 75, an equivalent score to what is considered “college ready” for the English Regents examination.
- By August 2013, 228 10th graders (cohort 2015) had taken Global History test. 159 passed it (68%); 108 passed with grade of 75 or above (47%). By August 2013, 219 11th graders (cohort 2014) had taken US History test. 167 passed it (76%); 105 passed with grade of 75 or above (48%).

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. We have assigned all 10th graders to an English elective “Effective Essay Writing,” which is aligned with the Global History curriculum. The Global History class is taught by a history teacher and focuses on historical content. The elective is taught by an English teacher and focuses on reading, analyzing and synthesize primary source documents, primarily from Global History, and writing essays.
2. For students who are struggling with Global and/or U.S. History, we offer Saturday classes and tutoring sessions.

B. Key personnel and other resources used to implement each strategy/activity

1. No additional staffing was required for the elective class because we discontinued our double-period English periods, and shifted those teachers to the new elective class. Our expectation is that the addition of this writing elective will help with our Global pass rate, while at the same, helping to develop literacy skills, focusing on nonfiction informational texts within the Global History curriculum. We will assess the effectiveness of this strategy by comparing this year’s Global Regents results to previous years.
2. Saturday courses are offered to all students who have failed a Regents exam or are struggling in a class. They are taught by full-time teachers. Tutoring sessions are financed by the ESI (Expanded Success Initiative) Grant. Students sign up on the school web site, and indicate if they would prefer to be tutored by a teacher or an upper-class student. The school matches them up with the tutor, who then logs the time spent with the student.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. U.S. and Global History teachers, and the English teachers now teaching based on this content, all utilize Understanding by Design methodology to design class curriculum. Every unit (usually one week long) has an overarching question. As the week progresses, students develop content knowledge that helps them answer that question. At week’s end, the question becomes an assignment for an extended writing assignment, either a thematic or document-based essay, to be completed either in class or for homework over weekend. In this manner, students gain practice in essay-writing and synthesis of multiple topics that will help answer one analytical question. As the weeks progress, teachers monitor and revise strategies/activities, if necessary, after assessing interim benchmarks. All exams are standard across the department and based on Regents questions. Teachers use item analysis sheets to determine what content/skills need to be revisited.
2. The school monitors attendance of Saturday school and tutoring, and students keep portfolios of work completed. Teachers and tutors monitor progress based on these portfolios, and the school compares attendance to Regents scores to monitor overall effectiveness.

D. Timeline for implementation and completion including start and end dates

1. Ongoing through the school year.
2. Saturday school occurs in fall (from November to January) and spring (from April to June). Tutoring begins in October and lasts throughout the year.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. See A and C above for programmatic details. In addition to resources traditionally used in our history classes, we have also ordered source books of primary sources for students to analyze.

2. Tutors have access to text books and review materials.

Strategies to Increase Parental Involvement

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).

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							
Legacy for Teachers supplement; C4E (Contract for Excellence); ESI (Expanded Success Initiative) Grant							

Goal and Action Plan #2

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

Annual Goal #2

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

- Improve passing rate (including " ≥ 65 " pass rate) in Algebra 1 Regents examination for 9th graders by 3%. By June 2014, we will increase pass rate to 65%, and " ≥ 80 " pass rate to 20 %.
- Improve passing rate (including " ≥ 65 " pass rate) in Living Environment Regents examination for 9th graders by 10%. By June 2014, we will increase pass rate to 75%, and "college-ready" pass rate to 50%.
- Improve passing rate (including " ≥ 65 " pass rate) in Geometry Regents examination for 10th graders by 5%. By June 2014, we will increase pass rate to 50%, and " ≥ 65 " pass rate to 15%.
- Improve passing rate (including " ≥ 65 " pass rate) in Algebra 2/Trigonometry Regents examination for 11th graders by 5%. By June 2014, we will increase pass rate to 25%, and "college-ready" pass rate to 10%
- Improve passing rate (including " ≥ 65 " pass rate) in Chemistry Regents examination for 11th graders by 5%. By June 2014, we will increase pass rate to 45%, and "college-ready" pass rate to 20%
- Improve passing rate (including " ≥ 65 " pass rate) in Earth Science Regents examination for 10th graders by 5%. By June 2014, we will increase pass rate to 60%, and "college-ready" pass rate to 40%
- Improve passing rate (including " ≥ 65 " pass rate) in Physics Regents examination for 11th graders by 5%. By June 2014, we will increase pass rate to 60%, and "college-ready" pass rate to 40%

Comprehensive Needs Assessment

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

Algebra1, Living Environment, and Chemistry experienced a decline in passing percentage for June 2013. Earth Science, Geometry, Physics and Algebra 2/Trigonometry had significant increases in passing percentages. However, it is the department's goal to increase college readiness index for Math and Science on a yearly basis.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. We offered an elective to our 9th graders who passed Algebra 1 with a score of 65 to 79 so that they can retake Algebra 1 regents in January 2014 and get scores of 80 or better. This will help improve our college readiness index. We will be offering an after-school program for Algebra2/Trigonometry students to better help them succeed in the regents exams this January 2014.
2. Castle Learning is used in all Math and Science classes to supplement instruction along with KhanAcademy so students have more hands-on practice with Regents

questions. Homework assignments from Castle Learning are regents-based, so a student can practice on these questions multiple times on a self-paced environment. The simplicity and structure of Castle Learning assignments engages students when they are challenged and can see feedback, especially when we help them set goals that can be realistically achieved. Castle Learning online has been shown to be an excellent ISS or OSS (in-school or out-of-school suspension) tool, the basis of creating sound credit Recovery programs, and through instant reports, a very effective self-assessment tool. Teachers use the reports generated from Castle Learning to assess individual student needs so that additional resources may be used if needed.

B. Key personnel and other resources used to implement each strategy/activity

1. For Algebra1 and Geometry, new common core textbooks are supplemented with modules from EngageNY. No additional staffing is required since we shifted from a double-period Algebra 1 class to a single period only.
2. For all Science classes, students are assigned homework assignment and regents preparation questions from Castle Learning.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. A mock regents exams is given at the end of each marking period for topics that have been covered. They are scored and analyzed . This serves as an interim assessment tool and will be administered multiple times between instances of direct instruction to measure progress towards meeting the end-of-chapter summative expectations or to measure growth on a continuum of learning (interim growth measures). Teachers look for patterns or trends and identify needs for additional resources. It also helps teachers better understand what a student knows and what concepts teachers must focus on to ensure grade-level performance. Teaching strategies are examined and if student performances in the summative tests are not acceptable, re-teaching is done and teaching methodologies are revisited. Common planning time for the math department teachers allows them to review assessment tools and discuss ways to improve teaching-learning process. The modules from EngageNY are used to supplement classroom activities with exit questions given at the end of the lesson to improve literacy skills and reasoning abilities.
2. Castle Learning allows a teacher to monitor progress of students every time they log in. Based on the report generated from Castle Learning, teachers can reinforce topics that students have difficulty with or deal with misconceptions immediately in the class.

D. Timeline for implementation and completion including start and end dates

1. This is on-going for the entire school year.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. As mentioned in the earlier parts, we are using the new common core textbooks which are supplemented with the modules from EngageNY. Also, for all other classes, we are using Castle Learning for regents preparation and homework assignment.
2. Students who will be taking the regents exams for Algebra2/Trigonometry this January 2014, will have a Period 10 after-school tutoring starting Dec. 2, 2013 until Jan 17, 2014.

Strategies to Increase Parental Involvement

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).

Parents are kept informed of their students' progress through the use of JupiterGrades, an online grading program that gives parents access to their child's grade book and list of assignments. Parents are given guidance on this use of this software at parent association meetings and at parent conferences. All classroom teachers, including those teaching Saturday and after school, are encouraged to use JupiterGrades

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Legacy for Teachers supplement; C4E (Contract for Excellence); ESI (Expanded Success Initiative) Grant

Goal and Action Plan #3

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

Annual Goal #3

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

Improve "college-ready" passing rate in English Regents examination for 11th graders by 4%.

Comprehensive Needs Assessment

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

- Our passing rate for the English Regents exam is high (see next bullet point), but our “college-ready” passing rate is dramatically lower. With the approaching implementation of the Common Core Regents and/or the PARCC assessment, we need to diligently work on improving our performance on a more rigorous level of work.
- By August 2013, 228 11th graders (cohort 2014) had taken English Regents test. 192 passed it (84%); 124 passed with grade of 75 or above (54%).

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. We used the NYC Performance Assessment baseline exam to examine areas of weakness of students. We will target instruction to address weak traits and reevaluate on a periodic basis.
2. We are using teacher-created Common Core-aligned unit plans, as well as pre-packaged unit plans created by vendors such as Odell Education. These units focus on informational texts, with assessments requiring students to provide a highly developed thesis, textual evidence, counterclaims and rebuttals. These unit plans are utilized across all four grades, with the intention of building up rigor beginning in 9th grade, to increase preparedness by the time students take the Regents examination. Beginning in the 9th grade, students are being asked to read more literature at home, to foster an interest in literature; this leaves more time for informational texts during class time.
3. For students who are struggling with ELA, including ELL students, we offer Saturday classes and tutoring sessions.

B. Key personnel and other resources used to implement each strategy/activity

1. Network provided us with graphic analysis of results on assessment. We can clearly see where areas of weakness exist. Grade level leaders will use this information during common planning periods to adjust curriculum to meet student needs.
2. We have assigned a Common Core point person, who attends CFN professional developments related to CCLS integration. He then turnkeys that information to teachers, so that we make sure our CCLS-aligned units are appropriate.
3. Saturday courses are offered to all students who have failed a Regents exam or are struggling in a class. They are taught by full-time teachers. Tutoring sessions are financed by the ESI (Expanded Success Initiative) Grant. Students sign up on the school web site, and indicate if they would prefer to be tutored by a teacher or an upper-class student. The school matches them up with the tutor, who then logs the time spent with the student.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. We chose two traits to focus on for the remainder of semester 1 (focused position and counterclaims). We will evaluate these traits again at the end of the semester. We will then determine new traits to focus on for semester 2, and evaluate on a bi-monthly basis to ascertain progress.
2. Each CCLS-aligned unit has an assessment attached to it. The assessment has the students completing tasks independently. Teachers will measure the effectiveness of these units based on these assessments and adjust curriculum and methods accordingly.
3. The school monitors attendance of Saturday school and tutoring, and students keep portfolios of work completed. Teachers and tutors monitor progress based on these portfolios, and the school compares attendance to Regents scores to monitor overall effectiveness.

D. Timeline for implementation and completion including start and end dates

1. Assessment results attained in November; units targeting these traits will last through remainder of the year.
2. CCLS-aligned units being administered all school year.
3. Saturday school occurs in fall (from November to January) and spring (from April to June). Tutoring begins in October and lasts throughout the year.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Resources include teacher-created units and Odell units. We will use performance assessments as template for creating new assessments.
2. Resources include teacher-created units and Odell units.
3. Tutors have access to text books and review materials.

Strategies to Increase Parental Involvement

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).

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											
Legacy for Teachers supplement; C4E (Contract for Excellence); ESI (Expanded Success Initiative) Grant											

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
We will achieve a school-wide attendance rate of 90% for the 2013-2014 school year.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
We achieved the following attendance rates for the past three years: 2012-2013: 87.8% 2011-2012: 89.4%; 2010-2011: 88.2%. In comparison to city statistics, these numbers are relatively high. However, we believe that we can achieve a 90% attendance rate by following the strategies outlined below. In addition, we have continuing issues with students arriving late to school and cutting independent classes, particularly at the end of the school day.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
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A. Strategies/activities that encompass the needs of identified subgroups
<ul style="list-style-type: none">• The attendance team includes the following stakeholders: Assistant Principal of Pupil Personnel Services, Assistant Principal of Security, two guidance counselors, three grade advisors, one social worker, one classroom teacher, and four paraprofessionals.• Every Monday, our attendance teacher will post ATS reports such as the RCUA and the R4RR on Google Drive and share with the other members of the attendance team.• Each week, the attendance teacher, guidance counselors, grade advisors, social worker, and four paraprofessionals will do the necessary outreach to parents of all students on the RCUA and R4RR lists. Outreach will be documented on both the Google Drive documents and i-logged on ATS.• The attendance team will meet every Thursday of a five day school week to review and discuss attendance outreach for the week.• The attendance teacher will also print and distribute copies of the weekly RPAS, RDAL, and RPAA reports for the team to review. If we are falling short of our target of 90%, we will review our current action plan and take the necessary steps to achieve the desired goal.• The attendance teacher will distribute ATS reports which target specific groups of students who need to improve their attendance (e.g. students with a 80-89% attendance rate)• The attendance teacher will distribute daily cut sheets to staff members. Two or three mornings per week, automated phone calls will be made to alert parents of the fact that their child missed one or more classes the previous day.• Teachers will record absences, assignments and grades on Jupiter Grades. Both students and parents have access to this online program which helps them monitor the attendance and academics.• Teachers will refer attendance, academic and social issues to the appropriate staff member (e.g., guidance counselors, grade advisor, dean, etc.) using Jupiter Grades.• We will adhere to the following protocols regarding attendance outreach:<ol style="list-style-type: none">1. Guidance counselors will attempt to contact the parent/guardian of each student on the weekly RCUA and R4RR reports.2. In the event that a student cannot be reached by phone after three attempts, a letter will be sent to the home of the student requesting that the parent/guardian come to the school for an appointment the following Tuesday. If the parent/guardian cannot come to the school on Tuesday, the letter states that the parent should contact the guidance counselor or grade advisor to call to make an appointment for another day and time.3. If the parent/guardian does not come in for an appointment and/or does not call to schedule an appointment, the guidance counselor will request that that attendance teacher conduct a home visit.4. If this home visit does not result in contact with the parent/legal guardian, the guidance counselor will refer the case to ACS.

- The attendance team will routinely remind teachers of the importance of maintaining accurate attendance records, making calls home, and documenting outreach efforts.
- We will continue to offer an extensive range of academic intervention services to help students achieve academic success. These services include Saturday Institute, peer tutoring, Aventa Online Learning, Credit Recovery and access to Internet-based programs such as Castlelearning, Khan Academy, Acheive3000 and Regents prep websites.
- In order to further develop a positive school culture, we will:
 - issue certificates of award for students with exemplary attendance each month (defined as students zero absences, zero or one lateness, zero or one cut). We will also post the names of students with exemplary attendance on our attendance bulletin board (located outside of room 430). This bulletin board will also include the attendance rates by grade.
 - issue certificates of award for students who have exemplary attendance (95% or higher), exemplary academics (a marking period GPA of 90 or higher and passed all classes), and demonstrate characteristics of a positive attitude. The names of these students will be displayed as members of the Triple A Club (for Attendance, Academics and Attitude).
 - recognize the efforts of students who have not met the criteria established for the Triple A Club, but have demonstrated that they are making significant progress (e.g., an LTA student who begins attending school regularly or a student who passed all his/her classes after previously failing two or more). The name of this program will be called EBT STARS. Students can be nominated by teachers, guidance counselors and/or grade advisors following marking periods 2, 3, and 5. They will receive certificates of award.
 - host award ceremonies at the beginning of the spring term (based on fall term data) and at the beginning of the 3rd marking period of the spring term (based on marking periods one and two data) for students who met the criteria for Triple A Club and EBT STARS. Parents, staff members, and other members of the school community will also be invited to attend the ceremony.
 - offer incentives for students who meet the criteria (i.e., zero absences, one lateness, one cut) such as free movie tickets.
 - further develop our after-school clubs and programs to attract students with varied interests (e.g., coding club, culture club, Model United Nations, anime club, etc.)
 - further development a student government that emphasizes the importance of self-advocacy, decision-making, and communication skills.
 - further develop our Big Brother/Big Sister Program in which ninth graders are paired with a junior or senior who serve as mentors
 - sponsor educational trips for all students
 - sponsor educational trips that target at-risk students to help them understand the value of an education and the importance of earning a high school diploma.
 - provide teachers with a certificate template and encourage them to issue certificates of award (e.g., academic excellence in math) for students in their respective classes.
 - deliver birthday cards to students celebrating a birthday.
 - play recorded messages of announcements in period 3 classes each day in order to inform students of newsworthy school events

B. Key personnel and other resources used to implement each strategy/activity

1. Members of the guidance team and attendance team will implement each of the strategies and activities described above.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. See details listed for each identified strategy above.

D. Timeline for implementation and completion including start and end dates

1. These programs have been in place since the start of the 2013-2014 school year and will conclude at the end of the 2013-2014 school year.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. No changes to individual student programs are needed. We have the necessary consumables (paper, ink, etc.) and have set aside \$1200 to implement to sponsor the award ceremonies.

Strategies to Increase Parental Involvement

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).

- Guidance counselors, social workers, and the attendance teacher will do the necessary outreach to parents of all students on the lists.
 - Parents will be encouraged to meet with the guidance counselor, grade advisor, or attendance teacher to discuss issues related to attendance.
- Parents/guardians of students who receive certificates of award for the Triple A Club or EBT STARS will be invited to award ceremonies held during the beginning and end of the spring term.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #5

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

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
To increase the number of students passing the CCENT and CCNA certification examinations by 3% by June 2014

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
<ul style="list-style-type: none"> Students in the approved career and technical education program must pass an industry-approved technical assessment and the five Regents examinations to earn a technical endorsement on their diploma, as per the NYC Department of Education High School Academic Policy, January 2013

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. Provide tutoring to students in the CTE programs after school and Saturdays. Purchase practice test and study guides to reinforce topics covered in the examinations.
B. Key personnel and other resources used to implement each strategy/activity
1. Assistant Principal and CTE teachers will plan tutoring sessions and purchase the necessary guide books, software and lab equipment.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. CTE students taking CISCO 1 will take a practice test during the Fall term to determine areas for concentration. Students who score below the passing grade will be scheduled to attend after school and Saturday tutoring and a possible two week summer program to practice labs.
D. Timeline for implementation and completion including start and end dates
1. July 2013 to June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. A partnership agreement was signed with Bramsart ORT College. The coordinators for AOHT and CISCO will identify seniors and the teachers for this program.

Strategies to Increase Parental Involvement

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).
<ul style="list-style-type: none"> Parents are kept informed of their students' progress through the use of JupiterGrades, an online grading program that gives parents access to their child's grade book and list of assignments. Parents are given guidance on this use of this software at parent association meetings and at parent conferences. All classroom teachers, including those teaching Saturday and after school, are encouraged to use JupiterGrades; all teachers in the Business and Technology department do utilize this software. Business and Technology teachers on various monthly parent meetings make presentation updates Parents are informed that sophomore students will be taking certification examinations at the end of their junior or senior year. They are informed about Saturday and after-school programs at meet-and-greets, parents association meetings, and through regular mass mailings and School Messenger automatic calling software

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		Title IA		Title IIA		Title III		Set Aside	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

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

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

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

APs conduct frequent informal observations, as mandated by the Advance evaluation system. Evaluators send out descriptive emails following soon after the visit, with commendations, areas of growth, and next steps, all utilizing Danielson's Framework for Teaching as a rubric. After this email is sent, the evaluator reviews their comments in a short meeting with the teacher. Then, the official observation report is filled out. A similar process takes place for formal observations.

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Teachers take part in monthly professional development sessions as a department and individual PD on a regular basis. Using results of informal observations, administrators can see what categories teachers need assistance with, and target professional development in those areas. PD sessions are offered by the CFN, Department of Education, professional organizations and vendors (such as Pearson and Achieve3000). Topics of PD have included effective class management; organizing ideas for essay writing; Universal Design for Learning (UDL); planning around the Common Core; creating CCSS-based unit plans; using Danielson's framework to focus on areas of pedagogy; and using different protocols for analyzing student work.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Funds are scheduled to provide services and supplies for Students in Temporary Housing.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

- Teachers work collaboratively on formative and summative assessments given as part of the curriculum. Summative assessments are standardized across common classes (so all English 9 students take the same final exam, for example).

Teachers use old Regents examinations, resources from Castlelearning.com and other external sources to create assessments. Teachers meet in common prep meetings to review results of assessments and plan instruction based on results.

- Teachers perform test item data analyses in order to address student needs and design appropriate subsequent assessments. For example, if students are having difficulty understanding vocabulary through content, future assessments can focus on vocabulary.
- Data analyses can also identify student deficiencies that can be addressed via targeted professional development workshops. For example, teachers can learn how to effectively teach students to make inferences based on a text.
- In-house professional development provided to teachers to understand and utilize the new NYC Periodic Assessment tools.
- Network-led professional development provided to teachers to help them use baseline MOSL assessments in ELA to guide instruction.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 14	Borough Brooklyn	School Number 478
School Name The H S for Enterprise, Business & Techn		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Holger Carillo	Assistant Principal Mitchell Schragr Humanities
Coach type here	Coach type here
ESL Teacher Emanuela Gunther ELL Coordinat	Guidance Counselor Neli Rivera Bil Counselor
Teacher/Subject Area Pamela Canario Bil Soc. ST.	Parent type here
Teacher/Subject Area Lori Goodman ESL Teacher	Parent Coordinator type here
Related Service Provider Robert Dodd SWD Teacher/ISS Ad	Other type here
Network Leader(Only if working with the LAP team) type here	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 currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	3	Number of certified NLA/foreign language teachers	3	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1047	Total number of ELLs	116	ELLs as share of total student population (%)	11.08%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	4	3	4	1	12
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Discrete ESL class	0	0	0	0	0	0	0	0	0	9	9	9	9	36
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	13	12	13	10	48								

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	116	Newcomers (ELLs receiving service 0-3 years)	58	ELL Students with Disabilities	30
SIFE	4	ELLs receiving service 4-6 years	22	Long-Term (completed 6+ years)	36

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	46	4	1	11	0	1	4	0	0	61
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	12	0	3	11	0	4	32	0	25	55
Total	58	4	4	22	0	5	36	0	25	116

Number of ELLs who have an alternate placement paraprofessional: 2

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	0	19	28	9	5	61
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	19	28	9	5	61								

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	0	17	19	8	9	53
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian														0
Bengali										1				1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											1			1
TOTAL	0	0	0	0	0	0	0	0	0	18	20	8	9	55

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)										11	12	4	7	34

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										9	20	3	1	33
Advanced (A)										12	11	2	10	35
Total	0	0	0	0	0	0	0	0	0	32	43	9	18	102

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									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 (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	30		1	
Integrated Algebra	25	14	13	4
Geometry	16	0	5	0
Algebra 2/Trigonometry	0	0	0	0
Math				
Biology				
Chemistry	3	0	1	0
Earth Science				
Living Environment	3	21	1	11
Physics	0	0	0	0
Global History and Geography	8	27	4	4
US History and Government	9	22	3	2
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

1. N/A The above mentioned assessment tools apply to elementary education. Early literacy skills of the ELLs at the EBT HS are assessed through a variety of methods. During the admission process parents and students are interviewed with comprehensive questions covering their education background history and possible SIFE status, using questions from the SIFE Identification Questionnaire.

Literacy skills are further assessed by the ESL classroom teachers using the results from the Level Test administered as part of the Achieve 3000 program used in our school as well as from Castle Learning data.

Another source of student literacy assessment comes from the analysis of ATS reports such as the ELA and MATH tests results. Furthermore, initial and ongoing conferencing with content area teachers sharing the flagged students allow for a deeper understanding of the ELLs first and second language needs.

Additional information used for planning and instructional implementation is provided by the item analysis of the NYSESLAT modalities, (RLAT report), as well as the regents results (REDS).

A closer look at the data indicates that a large majority of our students perform well below grade level in Reading and need help in developing structured writing skills.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

According to the NYSESLAT data analysis 115 students took all parts of the exam during the spring 2013 session from which 17% scored proficient. (2 in the 9th grade, 11 in the 10th grade, 2 in the 11th grade, and 5 in the 12th grade.) This represents an increase of 82% from the last year and it exceeds the AMAO II target for 2012-2013 of 13.7%.

For the remaining ELLs, the NYSESLAT and LBR results indicate that the numbers of students scoring at the Beginner, Intermediate and Advanced levels are spread across the grades in a relatively balanced manner with a few remarks; The largest concentration of Intermediate ESL students appears in the 10th grade. There are a large number of 12th graders (38%) who are still at the beginner level, while 42% of the 9th graders are Advanced ESL students.

These numbers raise questions in terms of curricular and instructional decisions aimed to meet remedial, grade specific, and graduation needs of the assessed students. The students needs will be identified and addressed case by case during common prep conferences.

Another evident trend that appears from the data is the relatively large number of SWD; 30% of the total ELL population of which 17 are long term ELLs with YOS between 7-12 years. Most of them show a stagnant growth pattern on the RLAT.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))

Although the 2013 RNMR (Modality Report) is not available as of 10,15,13, the ESL teachers are considering the subtest scores on the RLAT when making instructional decisions.

The AMAO results help us target students who didn't show gain for consecutive years and highlight deficient language skills that need to be addressed

4. For each program, answer the following:

- a. 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?

a. Comparative data between the TBE vs. ESL programs is not available since we are fully implementing the TBE only as of September 2013. Due to programming restraints students are placed in Bilingual classes by grade priority subjects. The bilingual teachers are assessing the Native/English language proficiency within the class and differentiate instruction according to the CR 154 recommended language distribution.

In the Free standing ESL program students are programmed based on their English proficiency as described by their NYSESLAT/LAB-R scores and not by grades. In order to support students' grade specific requirements, teachers are conferring with the

content area teachers and plan themes and topics that parallel the curricula in the content areas.

b. Results of the ELL Periodic Assessment are used by the ESL teachers as predictors for the students' performance on the NYSESLAT. Skill analysis allows teachers to emphasize practice with specific skills showing weakness.

c. After reflecting upon the effectiveness of data analysis from the Periodic Assessment, our ESL team concluded that this source needs to be more explored in the future for specific practice with the NYSESLAT format, content skills, and test taking strategies.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

N/A:

6. How do you make sure that a child's second language development is considered in instructional decisions?

As a common practice, ELL students are placed according to their parental program request in either the TBE or the Freestanding ESL program. For the TBE program bilingual teachers are trained in using the dominant language of each student in order to ease comprehensible input in the subject matter. For the students placed in the Free standing ESL program, teachers are aware of the linguistic background of the students and use it as a potential asset in conveying the content by using ESL methodology and updating their instructional approaches during ongoing PD training.

7. 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?

N/A:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Although we are continuing our effort to close the gap between the ELLs and the Mainstream students in our school we are pleased to see that the results are improving throughout the years.

AMAO I results are not yet reaching the AYP target of 65.3% but they improved compared to the previous year. Our yearly goal for the past year was to increase by 5% the scores of the 2013 NYSESLAT in both AMAO II and I. We have exceeded our goals for both indicators; For AMAO I, 56 % of the students showed progress in their overall proficiency compared to 43% in the previous year.

For AMAO II, 17% of our tested ELLs scored Proficient, exceeding the District target of 13.7% and showing an increase of 82% from the last year.

The low rate of ELLs passing the ELA Regents is an alert signal for our team to focus on improving the preparation of our students for the exam. The general effort towards aligning ESL instruction and assessment tools with the common core is helping in that direction.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

At the time of registration, the parent/guardian is filling the Home Language Identification Survey in English or in the language preferred by the parent. Based on the information provided on the form the ESL Coordinator, a certified pedagogue, assisted by native speaker staff members as needed, is conducting an oral interview with the parents about the child's language dominance in

school and in the family, as well as information pertaining to the school history of the child. During the interview, students are encouraged to answer the questions themselves in English in order to get a better understanding of their linguistic skills. If evaluation suggests that the student is dominant in a language other than English, the identification process continues. The parents attend an orientation video in their native language after which they are invited to ask questions and are given further explanation about the specific programs offered at this time at the EBT High School and the options of transfer or wait for potential new programs based on sufficient parental requests. They are informed about the specific programs available in our school, academic requirements, and choices offered. Then, parents/guardians fill out the parental survey and select the program choice for content area classes as Bilingual or ESL, with the understanding that the student is mandated to take ESL classes until scored Proficient on the NYSESLAT. All potential ELLs are administered the LAB-R at the time of admission. Answer sheets of the students without any English skills are bubbled as tested but unable to answer. Hispanic students who didn't test out on the LBR are also administered the Spanish LAB and a written sample in their native language. The admission process also includes screening questions for potential SIFE. Based on the evaluation students are immediately placed in their ESL/Bilingual and referred to the counselors for programming. Students are ready to start their program the following day. Within maximum 20 days from admission parental option is entered on ELPC.

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.

Our student intake procedure is founded on a "here and now" policy. At the time of admission students are required to come with a parent or guardian. The parent orientation, interview, and program decisions are conducted within the same day by the ELL Coordinator, a licensed pedagogue. In rare cases where the parent cannot stay for the entire process which takes about 2 hours, arrangements are made for an appointment within the next week. To ensure that parents understand the programs available in the school, we start by assessing the language preference of the parent and give them a general orientation of the programs offered in NY City public schools. As part of the parent orientations, we show all parents, in their native language, the DOE provided video about ELL identification and placement. After viewing the video parents are encouraged to ask clarifying questions and the ESL Coordinator, a licensed ESL teacher, further explains to the parents the essence of the programs presently offered at the EBT High School. Parents leave with the understanding that although at the present time we are offering only Spanish TBE, and Free standing ESL, they may opt for any of the three programs presented in the video, TBE, Dual Language, or Free ESL and that they would be contacted as soon as we reach the necessary number of 20 requests per grade to open a bilingual or dual language program in the language of their choice. We also inform the parent that they have the option of transferring their child to another school that may offer the program they favor. The parents then are given a parent survey offered in their language of choice and the program selection form in which they mark the order of preference for the three programs; Free standing ESL, TBE, or Dual Language. Parents are given the opportunity to ask questions about each program. We explain to them that their child will be in the program for one year and that they will have the opportunity to decide whether to keep their child in the selected program or change it. We share with the parents the importance of not changing program and how it might be detrimental to their child's education. In addition, during open school nights and PA meetings we address issues regarding ELLs. Parents may also contact the LAB/BESIS coordinator or counselors on an ongoing basis and/or they can visit the Office of English Language Learners website at <http://schools.nyc.gov/Academics/ELL/FamilyResources/Parent+Information> for a link to the videos as well as all required documentation (and translations) for identification, parent orientation, and placement of ELLs.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

EBT uses a comprehensive distribution plan to reach all ELL parents so that they can always make an informed choice. Parental surveys and initial Program selection forms are completed at the time of admission. A copy is filed with the HLIS in the permanent record folder of the student and the original is filed as Intake and kept in the ELL/Bilingual Office. Once it is established based on the LABR results that the student is an ELL, an entitlement letter and the placement letter are given to the parent. All parents are sent a placement letter as soon as the programs are finalized. Copies are kept on file in the ELL Compliance folder and stored in a file cabinet in the ESL/Bilingual Office. Continuance letters and other notifications concerning ELLs are distributed in English and Spanish and collected during Official class (period 3) and/or ESL classes by the two ESL teachers responsible. Continuance letters are sent home biannually but we encourage parents to keep the program for the entire year. Continuance letters are filed by grade and program request and the tally is monitored periodically for necessary program modifications. If a form is not returned the student is placed by default in the TBE program as per CR Part 154.

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.

Parent choice dictates the placement of ELL students. The Parent Survey and Program Selection form determines which program the student will be placed in. The Parent Survey and Program Selection form is provided to the parent in English and the parent's native language. An informed parent choice is paramount to the placement of all ELLs within the appropriate program. Therefore, every effort is made to have a final parent consultation in the parent's native language with the ESL Coordinator and an interpreter, if necessary, to ensure the parent's final decision is an informed one. Parents are introduced to all three programs offered in NYC public schools, TBE, DL, and Free Standing ESL, and given the opportunity to express their preference on the program selection form. . Parents are told that program choice requests are tallied and monitored, and that in the event that 20 parents of students at the same grade level express their preference for a Bilingual program or Dual language, presently not offered, a program will be created at EBT and offered to these students and the parents will be immediately notified. If parents decline the transfer option, the student is then placed into the program that will best meet his/her needs in accordance with the wishes of the parent(s). In the event that the parent survey and program selection form is not returned and/or a final consultation is not returned to the ESL Coordinator, then the student will default into the Transitional Bilingual Education program as mandated by CR Part 154. If the parent prefers to enroll his or her child in a Dual Language Program or a bilingual program not offered in our school, the guidance counselor will help the parent choose an appropriate school and assist with the transfer. Once all programs are finalized, entitlement and placement letters are sent to the parents via Jupitergrades and hard copies mailed home. Copies of the letters are kept on file in the ESL/Bilingual Office.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Aware of the importance of completing all four modalities of the NYSESLAT we, at EBT HS, are proactively working to secure maximum student participation. Every student indicated as eligible for ELL services on the RLER, ATS report (report is printed a few times prior to the test to monitor changes/additions), is included in the NYSESLAT planning effort. Informative letters explaining the nature of the test, its impact on student future academic options, and the test calendar are sent to the families about a week or two prior to test administration. As preparation for the test is an ongoing recurrence during the spring term in the ESL classes, students are repeatedly reminded about the dates and schedule of the examination and the importance of attending all parts. A thorough testing schedule for the Speaking subtest, based on the number of students to be tested, the average of 15 minutes of testing time per student, and the number of available pedagogues administering the test (two ESL teachers) is developed by the ESL Coordinator, E. Gunther, a licensed pedagogue, together with the testing team, and approved by the administration. Our goal is to finish testing the Speaking part for all students before the week assigned for the Reading, Listening, and Writing subtests. A few days prior to the group testing week students receive passes and reminder notes to take home. During the testing days student outreach becomes even more of a team effort. Counselors, paraprofessionals, ESL teachers, and other staff members work together to contact absent or late students, making home calls or visits. For the individual testing of Speaking skills, students with poor attendance or cutting history are flagged when coming to school by the attendance teacher and testing arrangements are made on the spot. This common effort pays back. In 2013, 115 out of 117 students were fully tested.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

After reviewing the data from the Parent Survey and Program Selection forms, the trend of program choices that parents have requested indicates a preference for the Transitional Bilingual Education program where students can learn English in the ESL class while still developing content area knowledge in their native language and English. Another trend that has emerged after reviewing the data from the parent selection forms is that once students have gained basic interpersonal communication skills (BICS), they tend to request a change into the Freestanding ESL program, transitioning into all monolingual classes. For the current school year 61 students have opted for the Bilingual program, and 55 for the Free standing ESL.

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

- 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])?

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

- a. The High School for Enterprise, Business and Technology (EBT) follows a self-contained organizational model where students who share the same language requirements are programmed in the same classroom according to English proficiency levels (beginner, intermediate and advanced). This model creates a more positive and supportive environment for meeting both the academic and social-emotional needs of each child.
- b. The program model that is used for ESL instruction within the Free Standing ESL program and Transitional Bilingual Education (TBE) program is a homogeneous model in which all students are programmed for ESL classes according to their respective proficiency levels as determined by the Language Assessment Battery-Revised (LAB-R) and the New York State English as a Second Language Assessment Test (NYSESLAT). Students in the Free Standing ESL program take general education classes appropriate for their grade level. Students in the TBE program take both bilingual classes in the core content areas (e.g., math, science, and social studies) and general education classes (e.g., physical education, music, and art) and are programmed heterogeneously regardless of proficiency level.

2. 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)?

EBT has compiled a team that is in charge of the scheduling and placement of all ELLs within their chosen program model. The team consists of the ESL coordinator, 2 guidance counselors, 3 grade advisers, and the school programmer. Students are placed according to their program model and their proficiency level as determined by the LAB-R and/or the NYSESLAT. The ESL coordinator identifies the student's program model and proficiency level by reviewing each student's parent survey, program selection form, entitlement letter, and NYSESLAT results. Once a student's proficiency level and program choice have been determined, the school programmer, in consultation with the ESL coordinator, create classes that support the mandated number of units for grades 9-12 that will accommodate all proficiency levels from beginning to advanced within the TBE and Free Standing ESL Program models. Once the required number of classes have been created, then the guidance counselors for each grade level, in consultation with the school programmer, place each ELL in the appropriate classes according to the mandated number of units that their proficiency level and program model mandates. When all students are programmed into their respective classes, the ESL coordinator reviews each student's program to ensure that the mandated number of units is in compliance with NYS CR Part 154.

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

- Beginner ESL students receive three periods of continuous ESL instruction five days per week for a total of 730 minutes per week ($146 \times 5 = 730$).
- Intermediate ESL students receive two periods of continuous ESL instruction five days per week (93 minutes \times 5) for a total of 465 minutes per week.
- Advanced students receive one period of ESL instruction five days per week (46 minutes \times 5) for a total of 230 minutes

and one period of grade-appropriate ELA instruction five days per week (44 minutes x 5) for a total of 220 minutes. The total number of minutes of instructional time for combined ESL and ELA instruction is 450 minutes per week.

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

3. 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 foster language development and meet the demands of the Common Core Learning Standards.

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

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

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

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
ELLs are appropriately evaluated in their native language through teacher-generated language assessments and on-line diagnostic exams such as the Pearson Diagnostic.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Ells are appropriately evaluated in all four modalities of English acquisition through teacher generated formative and summative assessments infused in every unit of study as well as through the periodic ELL assessment administered twice a year, in the fall and spring.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

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

After being LAB-R tested, students are given the appropriate schedule. The focus for newcomers is learn the routines, rituals, and best practices of academically successful students. Students are encouraged to develop their reading, writing, listening, and speaking skills through a variety of interesting and engaging activities both in and out of the classroom. Students use both Achieve3000 and Castle Learning to increase their literacy. In addition, they are encouraged to participate in after-school activities and Saturday tutoring programs. Finally, Newcomers are administered the Pearson Periodic Assessment to assess their proficiency levels in listening, reading, and writing.

c. Plan for ELLs in school 4-6 years

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

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

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

e. Plan for former ELLs

For two years after their exiting the program, former ELLs are benefiting from all test accommodations current ELLs are entitled to ; extended time, bilingual dictionaries and glossaries, and three readings for the ELA Regents. General ed / mainstream teachers are made aware of the status of former ELLs and use differentiated approaches to ease the adjustment of former ELLs to the new learning environment and new peers.:

7. 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?

Plan for ELL Special Needs Students

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

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

In order to ensure that ELL/SWDs benefit from scheduling flexibility as recommended by their IEPs, the program office, the ESL

coordinator, and the ISS grade adviser work together to give priority in programming to these student groups. Students are scheduled for the appropriate classes and instruction is guided by each student's IEP goals. As mandated by the Individual Education Program students receive services based on their individual needs following the continuum of a least restrictive environment as recommended by the IEP. Curriculum maps in all content areas suggest modifications guided by the UDL principles meant to facilitate learning for diverse student groups including ELL/SWDs. Teachers also use extensive differentiation of instruction that links to the varied learning styles of the individual students.

Courses Taught in Languages Other than English 

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

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

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

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	45 minutes per day	45 minutes per day	45 minutes per day

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

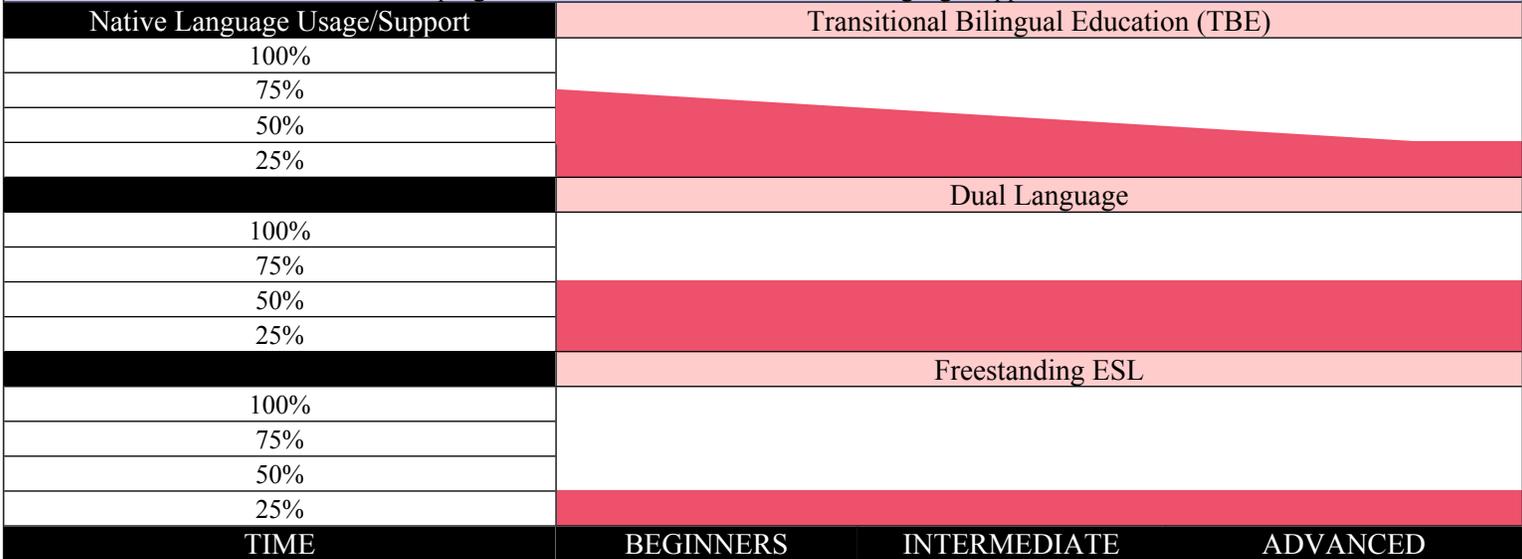
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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

9. 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.

Data collected from ARIS, Regents results, RLAT, Achieve 3000 reports, teacher assessment, anecdotal notes, and attendance records are analyzed by teams of ESL and content area teachers during common prep time in order to identify and plan effective intervention addressed to the needs of different groups of students. Data is used to design individualized and group instruction, facilitate parent communication, and to make appropriate referrals to other services. Our goal is to get interventions for the students as soon as possible. Ultimately, we hope that through interventions students will reach their true academic potential. All teachers attend workshops throughout the year on UDL, and ESL methodology meant to address specific needs of all groups of students including the ELLs. ESL teachers work closely with their ELA counterparts who share instruction of the Advanced ELLs and coordinate instruction meant to support and reinforce skills identified as deficient during the item analysis of the ELA Regents and the NYSESLAT. In Math, Social Studies, and Science, bilingual teachers confer with the ESL teachers and reinforce one another's instruction using as a guide the Common Core content literacy standards and UDL activity logs. Glossaries specific to the content area are made available to the students in their native language. Native language support is offered in all classes not only in the Spanish bilingual program but also in every class where peer, instructor, or teacher assistant support in the language spoken by the student is available. (French, Bengali, Arabic, Tagalog, Hindi). Recently transitioned ELLs to the mainstream classes are introduced to their new teachers who allow for special accommodations and provide increased scaffolding of instruction. Bilingual teacher assistants provide ELL/SWD additional one on one and small group support in all classes and during scheduled tutoring sessions. ELLs are attending the Saturday Academy where they receive additional instructional and practice support in ESL, ELA, Math, and Science in Spanish and English.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

As the assessment data from AMAO I and AMO II reveals, our Freestanding ESL program moves upwards towards reaching its goals of language development growth and proficiency. The highly differentiated, content based, Achieve 3000 program is used successfully in all ESL and some Bilingual Social Studies classes for skill development, interdisciplinary, domain specific content, as well as a remedial tool. The students work towards the benchmark of 40 articles a term which helps them accelerate filling the gap between their grade level expectations and their current reading level based on the lexile measurement. The Spanish Support and Full Spanish versions of the Achieve 3000 help ELLs with content comprehension in their native language and with scaffolding support in English. According to the interim Level Test predictions based on the students use of the program and the activities results, the average lexile will grow with 60 L per student from their starting lexile registered in October. 99 out of the 116 ELLs are actively using the program and 20 have already reached the 40 article benchmark for the fall semester. The TBE program allows students the transfer of first language skills and facilitates their comprehension of higher order concepts in English and the native language. As a result most bilingual students choose to take the Regents exam in Global and US History in Spanish. A list of all ELLs is available to all teaching staff on EBTbrooklyn google drive and on Jupitergrades so that all teachers can identify their students' profile and provide the necessary individual intervention to every one of them. As a result the passing rate in the content areas has increased from MP1 to MP2. Attendance of ELLs to the Saturday Academy classes has increased compared to last year's and the overall motivation and participation of the students has improved significantly. The instructional shifts in effect in all content areas including ELA and beginner ESL classes make us hopeful that the signs of academic growth will be evident in the results of the upcoming Regents as well as in the students final grade average and graduation rate.

11. What new programs or improvements will be considered for the upcoming school year?

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

12. What programs/services for ELLs will be discontinued and why?

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

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All students at EBT have full and equal access to all school programs and extra-curricular activities. ELLs are encouraged to

participate in all physical, social, and academic activities. ELLs are also encouraged to form any clubs that may be of particular interest to them. Students must follow the rules and guidelines for extra curricular activities and all groups and/or clubs have equal access to meeting spaces, school periodicals, bulletin board space, etc.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Materials used in the classroom include class packs of Visions, KAPLAN Regents Prep, Getting Ready for the NYSESLAT and Beyond; Azar grammar workbooks and accompanying materials; and Word by Word picture dictionaries, Oxford Picture dictionaries, with accompanying workbooks, Class library with level readers, multimedia materials, and teacher's guides. In addition, a mobile laptop cart consisting of 20 laptops is currently being shared by the two ESL teachers.

Each content department is responsible for having materials appropriate to the learning level of its students. For ELLs, these include textbooks in their native language, reading materials—including text and trade books—at lower reading grade levels. Subject area teachers are required to have word walls of content-specific vocabulary, to help lower level readers, including ELLs, with any necessary vocabulary.

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

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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

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

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

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

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

EBT sponsors a Summer Immersion program to assist newly enrolled ELL before the beginning of the school year. This program is an intensive intervention reading/language arts program for struggling readers. In addition, this program also helps ELLs assimilate into the dominant culture. For students enrolling during the year our school has initiated a Big Brother/ Big Sister initiative where every freshman or new comer is assigned a junior or senior body student as support.

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. Our ESL teachers, our UFT Teacher Trainer, and our CFN611 network all provide professional development seminars that addresses the needs of ELLs. Workshops are offered during faculty and department meetings as well as during days designated by the DOE as professional development days. The focus of the professional development is to make teachers aware of the different needs and learning styles they will encounter with ELLs, and to show teachers how to use such techniques as differentiated instruction and the workshop model to educate our ELLs.

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

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

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

Professional Development Schedule

Month	Topic(s)
September	
9/13	Habits of Mind: Setting the tone and maintaining it
9/20	Diagnostic assessment tools ;NYSESLAT / REGENTS item analysis
9/27	Designing coherent instruction; Planning based on Danielson's framework
October	
10/4	Citywide instructional expectations; Instructional shifts
10/11	Teaching students to think : the teaching channel, Learning to think, a foundation for analysis- Scaffolding.
https://www.teachingchannel.org/videos/teach-students-to-think?utm_campaign=digest&utm_medium=email&utm_source=digest.	
10/18	Implementing Bloom's taxonomy in the ESL classroom
10/25	Universals Design of Learning for the ELLs
November	
11/1	Best practices for teaching higher order skills; Activities promoting critical thinking
11/6	City wide PD workshops TBE; Using Achieve 3000 for interdisciplinary literacy;
11/8	Individual instruction plans for MP2
11/15	Project Based Learning ; Interdisciplinary literacy
11/22	Best practices for achieving high ,rapid reading gains (Marie Carbo wevinar)
December	
12/6	Data based instruction plan with the Regents in mind
12/13	Scaffolding for the Argumentative essay ; Multiple entry points
12/20	Improving attendance strategies
January	
1/3	Where CCLS meet the Regents; review strategies
1/10	Upgrading the curriculum : How to replace dated content, skills and assessment to engage21st century learners.
What to cut? What to keep? What to create ? Heidi Hayes Jacobs	
1/17	Aligning CCLS to ESL/ELA standards

1/24	UBD unit; analyzing assessment tasks	
1/31	Curriculum mapping Revisited ; ELL modifications in Content areas	
February		
2/7	Digital tools promoting creativity and computer literacy	
2/14	Data based NYSESLAT prep strategies	
2/21	CCR; Interactive Skills for 21 century meeting ELLs needs	
March		
3/7	Models in the ELL classrooms	
3/14	Text complexity and Academic Language	
3/21	developing text-dependent questions from curriculum-embedded	tasks
3/28	Strategies to support students in employing evidence from within and across texts in their writing.	
April		
4/4	Individualized Instructional plan for NYSESLAT prep	
4/11	Reading Complex text. Integrating literacy and informational text	
4/25	Research and writing	
May		
5/2	Levels of student engagement. schoolimprovement.com	
5/9	Scaffolding the common core for ELLs Filling the gaps	
5/16	Designing tiered activities	
5/23	Preparing our students to meet CCLS and develop CCR skills	
5/30	Total participation techniques: making every student an active learner William Himmele	
June		
6/6	Connecting standards, instruction and. Assessments. Penny Jadwin	
6/13	Teacher Self-evaluation looking at students' outcome	
6/20	Curriculum mapping: the four phase development model	
www.curriculum21.com		

2. At EBT HS training and classroom implementation of the CCLS/CCR is an ongoing endeavor. It began during 2011-13 when we had selected teachers attend CFN PDs and turnkey to the rest of the staff at in house PDs. Departments developed and implemented CCLS unit plans to serve as models. Currently teams of teachers meet weekly within the common prep PDs to explore on line resources offered by the DOE site, The Teaching Channel, ARIS PD, Educators 4 Excellence, School Improvement, PD 360, etc., and discuss implementation of the common core for our ELL population. In addition, representative ESL and Bilingual teachers from our school attend workshops and training sessions offered by the Office of Ells, CFN, and SABE and turnkey the ideas to the rest of the staff. Periodically, at least twice a month, teachers reflect upon and share best practices and thoughts about the effectiveness of implementing ideas and activities discussed during the UDL and Common Core focused workshops.

3. Staff members of all departments including guidance, attend professional development programs for high school teachers that help them understand the developmental needs of young adolescents, especially when transitioning from middle school to high school. The Guidance, the ESL, and ISS teams participate to joined workshops to address the programming needs of each student based on data provided by NYSESLAT/LABR analysis as well as ARIS and ATS exam history reports from middle school.

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

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. EBT has an established Parent Association (PA) that meets on a monthly basis and addresses the needs of all parents, including the parents of ELLs. At the beginning of the school year, ELL parents also participate in a school wide orientation where they visit the school, participate in a school tour, observe classes, and meet the faculty and staff. Teachers and administrators conclude the event with a question and answer session. In addition, there are numerous opportunities for all parents to participate in events such as the The Metropolitan Opera HD Live series, school performances, Saturday Institute, and educational field trips such as college visits. Parents of ELLs are invited to attend these activities for their enjoyment. In addition, their help is solicited in the planning and supervision of school events. Invitations to all events are disseminated in English and Spanish and during the events native language interpreters are available to translate and/or the answer questions. Through the entitlement and placement letters, all parents of ELLs are provided a contact number that facilitates communication with the ELL Coordinator at any time during school hours. Communication in Spanish, Bengali, and French is readily available through the Family teacher and bilingual staff members. Additional services include the service of an interpreter at meetings, the translation of letters (in the home language indicated on the HLIS) sent home and the use of the Translation and Interpretation Unit.
 2. EBT has partnered with agencies such as the Metropolitan Museum of Art, Metropolitan Opera, the Museum of Modern Art, and the St. Nicholas Preservation Corporation in order to provide workshops or services to ELL parents. For example, parents are invited to participate in numerous activities which take place during our school's Saturday Institute program. For example, parents of ELLs are offered instruction on how to use a computer and navigate the Internet for different purposes, including learning English. Computers are available at meetings as well and used for a variety of reasons. For example, if a parent need information about a particular topic, the parent can search for the information using the Internet; direct instruction is offered to parents who need it. Additional services include the presence of an interpreter at meetings, the translation of letters (in the home language indicated on the HLIS) sent home and the use of the Department of Education translation unit.
 3. We invite parents to be participants in round-table meetings where organizations such as the Leadership Program generate conversations about the needs of new immigrant parents and how the school can help them to facilitate their acculturation to their new community. In addition, the needs of parents are addressed at school events such as PA meetings and Open School Night/Afternoon. Furthermore, Principal Holger and his administration maintain an open door policy in order to facilitate effective communication with parents. In addition to cnavasing the needs of ELL parents during face to face activites, we use information from the Learning Environment Survey and the Parent's preferred language card to better understand and serve the needs of the parents of ELLs.
 4. During these round table discussions, we can assess the needs of parents of ELLs. Parents are provided with information about resources available to them and their community such as health clinics, immigration services, arts organizations, GED programs, English classes, etc. Parents are also encourages to participate in school tours, observe classess, and meet the EBT faculty and staff.
Native speakers of other languages among our staff members are invited at all these events to serve as interpreters for parents who speak the same language and limited limited English proficient.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: HS for Enterprise, Business

School DBN: k478

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Holger Carillo	Principal		12/15/13
Mitchell Schrager	Assistant Principal		12/15/13
	Parent Coordinator		
Emanuela Gunther	ESL Teacher		12/15/13
	Parent		
Pamela Canario	Teacher/Subject Area		12/15/13
Robert Dodd	Teacher/Subject Area		12/15/13
	Coach		
	Coach		
Neli Rivera	Guidance Counselor		12/15/13
	Network Leader		
Lori Goodman	Other <u>ESL Teacher</u>		12/15/13
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 14K478

School Name: High School for Enterprise , Business, and Technology

Cluster:

Network: CFN 610

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

Part A: Needs Assessment Findings

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

In order to facilitate parental involvement and active participation to our school community, we canvas the language preference for communication with parents and guardians in several ways. At the time of the child's enrollment parents fill out the Language of Communication Preference Form which serves as a starting point for assessing translation and interpretation needs. We also gather data from ATS/UPPG (Language preference report) to assess the language of communication needs of the parents of the entire student population in our school not only the ELLs. In addition, we screen the data from the Home Language Identification Survey, (HLIS) and interview with parent, the Bilingual Education Student Information Survey (BESIS) reports, and ATS bio reports to anticipate the needs of translation and interpretation services in different languages. The overwhelming majority of parents of our English Language Learners indicate a preference for written and oral communication in Spanish. A few parents expressed their preference of communication in Arabic, Bengali, Chinese, and Haitian. As common practice, all correspondence with the parents is sent home in English and Spanish. For the other languages we use staff members who speak the language to translate or we use the DOE Translation Unit.

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

Parents and students were interviewed as part of the orientation when first admitting their children to the school. The data show a large number of students who have reported Spanish as their home language. A review of the data gathered from ATS/UPPG indicates that currently 432 parents of EBT students, ELLs included, prefer Spanish as the language of written and oral communication, 14 Bengali, 14 Chinese, 5 Haitian, 4 Arabic, and 1 French. These findings were reported to our school leadership team, to the assistant principals, to the teachers, and to the parents at regularly scheduled meetings of each respective group. In addition, we conduct an informal survey of both students and parents on our school website (www.ebtbrooklyn.com). The results of languages spoken at home will be posted by year's end on the school's website..

Part B: Strategies and Activities

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

EBT has identified staff members who are fluent in languages other than English. We are currently able to assist with the translation of documents to parents in the home language indicated on the Home Language Identification Survey (HLIS) and Bilingual Education Student Information Survey (BESIS), Spanish, French, Arabic, and Bengali.

- Currently, Mr. Hippolito Fernandez, Assistant Principal of Pupil Personnel Services and Native Language Arts teacher, provides translation of written correspondences in Spanish to parents who have indicated Spanish as their home language.
- We will also utilize translation materials made available by the Office of English Language Learners for languages other than Spanish, as indicated on the Home Language Identification Survey (HLIS) and Bilingual Education Student Information Survey (BESIS).
- All students data, including grades comments, assignments, messages to students and parents sent by school staff through JUPITER GRADES are automatically translated and available to parents in Spanish

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

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

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

essay.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

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

Part C: Professional Development

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

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

Begin description here:

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

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

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

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

Professional Development Schedule

Date /Time	Topic	Provider
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Part C: Professional Development

September:

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

October:

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

November:

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

December:

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

January:

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

Part C: Professional Development

February:

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

March:

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

April:

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

May:

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

June:

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

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

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

Part C: Professional Development

taken to ensure compliance with this requirement.

Part D: Parental Engagement Activities

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

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

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

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

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

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

Part E: Budget

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

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