



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: EAST BROOKLYN COMMUNITY HIGH SCHOOL

DBN (i.e. 01M001): 18K673

Principal: PATRICK MCGILLICUDDY

Principal Email: PMcGILL@SCHOOLS.NYC.GOV

Superintendent: AIMEE HOROWITZ

Network Leader: DEREK SMITH

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
Patrick McGillicuddy	*Principal or Designee	
David Donner	*UFT Chapter Leader or Designee	
Audrey Neville	*PA/PTA President or Designated Co-President	
Ben Berger	DC 37 Representative, if applicable	
Jadyn Marceca	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Allison Newmann	CBO Representative, if applicable	
Marilyn Perez	Member/ Parent	
Synthia Edwards	Member/ Parent	
Karen Lopez	Member/ CBO	
Rhonda Duncan	Member/ Student	
	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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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.

By June 2014, 100% of Social Studies, Science, and ELA teachers will have worked in teacher teams to examine student work, create common lessons, and observe one another teaching students the skill of “citing strong and thorough textual evidence to support analysis.”

Comprehensive Needs Assessment

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

The need that generated this goal is the performance of students on teacher created assessments and the US, Global, and ELA regents, as well as the implementation at the national, state, and local level of the common core standards. Students in our school on the June Regents received an average of 2.5 points on the Global Document Based Question Essay and 2.0 on the US Document Based Question Essay. Our teacher’s item analysis showed a lack of students’ connecting the evidence they were gathering from the documents to support their analysis. Furthermore, in social studies, science, and ELA, teacher created deficits show that students struggle with pulling appropriate textual evidence and using it to support their own analysis and thesis. This is particularly important since it is a key common core standard that students need to be successful in college. This is particularly important, since it is a reading and writing skill.

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. To achieve this goal, teachers will be engaged in a Japanese Lesson study. Teachers will meet in departments and select a sub-skill of this common core standard. Each trimester, one teacher in the department will be the focus, so that all teachers are able to be the focus of the lesson study by the end of the year. In the lesson study, teachers will select a sub-skill related to this common core standard, do a preliminary observation of the teaching and student performance of this sub-skill, and eventually commonly plan, teach, and assess a lesson on this sub-skill. Through this work, all teachers will be examining student work, engaging in common planning, and ultimately teaching a commonly created lesson that addresses this skill.

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

To move this work, we have the following key people:

- Department heads: the ELA, Social Studies, and Science department heads will be in charge of leading their departments in the lesson study work. They will plan department meetings, ensure timelines are met, and lead the department in presenting to other departments the work.
- External Coaches: We have three external coaches to support the department heads. These external coaches will collaborate together to share ideas, ensure all departments are on track, and create cohesion between the work in the departments.
- The Principal and Assistant Principal: The two administrators will participate in the department meetings to ensure that individual coaching work will align with these goals and the work within the departments.
- Teaching Artists: In order to free teachers up to work in departments, we have hired outside teaching artists so that teachers can meet during this time. In addition, we are using our professional development time to have longer department meetings twice per month.

To move this work, the main resource that we are using is time.

- We have used teacher’s circular 6 to free them up from duties and ensure they have time to meet in departments.
- We are providing teacher coverages to ensure six times per year teachers can observe the co-created lesson plan.
- We are using our teacher professional development time to work in departments on instruction in these skills.

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

- By December, 33% of ELA, Science, and Social Studies teachers will have revised their curriculum to include successful strategies for teaching students to

cite textual evidence to support analysis.

- By March, 66% of ELA, Science, and Social Studies teachers will have revised their curriculum to include successful strategies for teaching students to cite textual evidence to support analysis.
- By June, 100% of ELA, Science, and Social Studies teachers will have revised their curriculum to include successful strategies for teaching students to cite textual evidence to support analysis.
- By June, we should see a 25% increase in scores on the DBQ and ELA passages section of the exam, which require students to cite textual evidence to support analysis.

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

August 2013

- All ELA, social studies, and science teachers map out the skills and sub-skills involved in citing textual evidence to support analysis. Teachers will bring in outcome maps and assignments that relate to this learning standard to find meaningful, specific skills and sub-skills.

September 2013

- In each department, a teacher of focus brings in a unit to present to their department to revise the teaching of this skill
- The departments look at student work from past teaching of the unit, student work from Regents, or student work from another teacher that taught the same skills. They then identify students' skill and sub-skills involved in the task.

October

- The department plans lessons together related to this skill.
- The department observes the lesson and debriefs it, evaluating student work and the success of the strategy.

November

- The department engages in post observation planning, revising the unit and planning next steps for successfully teaching students to cite textual evidence.
- Teachers revise their own curriculum to reflect best practices around teaching these skills The teacher revises the unit examining "what lessons can we learn about the unit based on this lesson."
- Teacher Fair: All departments meet together to share out what they did and lesson learned, sharing an artifact that highlights the things teachers learned about teaching students a specific skill.

December

- Teachers share out and repeat the lesson study process, focusing on a new teacher and honing in on the skill.

January

- January 2014: All staff will conduct an item analysis on the Regents. By this point, we expect to see growth in students' ability to cite textual evidence on the DBQ and ELA passages portions of the test.

March

- Teachers will complete the second cycle of this process and examine teacher created assessments to see the impact this is having on student's work.

June 2014:

- All teachers will have gone through a lesson study and 100% of teachers in ELA, Science, and Social Studies will have revised their curriculum to address sub-skills of citing textual evidence to support an argument. We expect the item analysis to show improvement in students' abilities to do this.

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

- All students are individually programmed based on their credit and academic needs. Counselors complete the program after multiple consultations with teachers to ensure students are in a class that best suits their needs.
- We have teaching artists who teach classes that enable teachers to meet in departments twice a week and work on improving their instructional strategies.

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).

- To increase parent involvement, we need to work to ensure parents understand the shifts the common core is requiring, as well as the standards of state tests. We use an outcome based grading system and counselors regularly update parents about students' progress, ensuring parents understand the outcomes students have met and those they are struggling with. To accomplish this work, we will
 - Have biweekly progress reports (benchmarks) that are sent home to parents
 - Have monthly parent nights where we will discuss a broad array of topics including the Regents, Common Core, and work done in classrooms.
 - Have 3 parent teacher conferences to ensure parents have time to talk to all their students' teachers.

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
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List any additional fund sources your school is using to support the instructional goal below.

The school is using primarily tax levy funds, title 1 funds, and a TSCCI grant to support this instructional work. If needed, we also receive some financial support from our CBO, SCO Family Services, to support the work.

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.

By June 2014, 100% of Math teachers will have worked in teacher teams to examine student work, create common lessons, and observe one another teaching students the common core standard of "making sense of problems and persevering in solving them."

Comprehensive Needs Assessment

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

This need arose from teacher created assessments and the item analysis of previous Regents Exams. In teacher created assessments, teachers found that students struggled with "making sense of problems" that did not require a simple mathematical solution. Students quickly gave up on these problems or tried one line of approach to solve them and stopped if it didn't work. Similarly, students have always struggled on the open response Regents Items. Our January Item analysis of the Math Regents shows that students on average earned 2.5 points on the open response questions, only 9% of the possible points. This is particularly critical as this section of the Regents is aligned more closely to the common core and requires the critical thinking skills students will need to be more successful after high school.

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. To achieve this goal, math teachers will be engaged in a lesson study. Each trimester, the math department will focus on a particular teacher and work on embedding this skill into their lessons and units. They will observe and revise lessons, examine student work, and common plan lessons together. Through this work, we expect to see an increase in the open response scores on the Regents in January and June.

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

To move this work, we have the following key people:

- The Math Department head will plan meetings, ensure timelines are met, and lead the department in presenting to other departments the work.
- An External Coach from Redesign. The coach will bring in outside expertise and resources related to teaching the mathematical habits of mind.
- The Principal. The principal will attend math department meetings and provide coaching support through individual observations and work with math teachers.
- Teaching Artists: In order to free teachers up to work in their department, we have hired outside teaching artists so that teachers can meet during this time. In addition, we are using our professional development time to have longer department meetings twice per month.

To move this work, the main resource that we are using is time.

- We have used teacher's circular 6 to free them up from duties and ensure they have time to meet in departments.
- We are providing teacher coverages to ensure six times per year teachers can observe the co-created lesson plan.
- We are using our teacher professional development time to work in departments on instruction in these skills.

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

- By December, one of the math teachers will have revised his curriculum to include successful strategies for teaching students this skill.
- By January, we will see 50% of students attempting to answer the open response items on the math regents.
- By June, 100% of math teachers will have revised their curriculum to include successful strategies for teaching students to make sense of problems and persevere in solving them.
- By June, we should see a 50% increase in points students earn on the open response item of the math regents.

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

August 2013

- Math teachers will map out the skills and sub-skills involved in making sense of problems and persevering in problem solving. Teachers will bring in outcome maps and assignments that relate to this learning standard to find meaningful, specific skills and sub-skills.

September 2013

- The math department head (the first teacher of focus) brings in a unit to present to the math department to revise the teaching of this skill
- The department looks at student work from past teaching of the unit, student work from Regents, or student work from another teacher that taught the same skills. They then identify students' skill and sub-skills involved in the task.

October

- The department plans lessons together related to this skill.
- The department observes the lesson and debriefs it, evaluating student work and the success of the strategy.

November

- The department engages in post observation planning, revising the unit and planning next steps for successfully teaching students to cite textual evidence.
- Teachers revise their own curriculum to reflect best practices around teaching these skills. The teacher revises the unit examining "what lessons can we learn about the unit based on this lesson."

December

- Teachers share out and repeat the lesson study process, focusing on a new teacher and honing in on the skill.

January

- January 2014: The math department will conduct an item analysis on the Regents. By this point, we expect to see growth in students' ability to make sense of open response problems and persevere in problem solving.

March

- Teachers will complete the second cycle of this process and examine teacher created assessments to see the impact this is having on student's work.

June 2014:

- All teachers will have gone through a lesson study and 100% of teachers in the math department will have revised their curriculum to address sub-skills of making sense of problems and persevering in problem solving. We expect the item analysis to show improvement in students' abilities to do this.

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

- All students are individually programmed based on their credit and academic needs. Counselors complete the program after multiple consultations with teachers to ensure students are in a class that best suits their needs.
- We have teaching artists who teach classes that enable teachers meet in departments twice a week and work on improving their instructional strategies.
- Our SPED teacher will be joining the math lesson study to ensure the teachers are meeting the needs of all students.

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).

- To increase parent involvement, we need to work to ensure parents understand the shifts the common core is requiring, as well as the standards of state tests. We use an outcome based grading system and counselors regularly update parents about students' progress, ensuring parents understand the outcomes students have met and those they are struggling with. To accomplish this work, we will
 - Have biweekly progress reports (benchmarks) that are sent home to parents
 - Have monthly parent nights where we will discuss a broad array of topics including the Regents, Common Core, and work done in classrooms.
 - Have 3 parent teacher conferences to ensure parents have time to talk to all their students' teachers.
 - Have a meeting for parents of math students where the math department head explains the work the department is doing.

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
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List any additional fund sources your school is using to support the instructional goal below.

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.

By June 2014, 100% of our graduates will have received post-secondary counseling and 75% will have a concrete plan for the year after high school.

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.

Last year, we graduated over 50 students; however, when administration met with them, it was clear many did not have a plan, and some had not met with our college counselor regularly provided through SCO. Of the students who did not meet with the college counselor regularly, none of them had a plan for after high school that included college or a training program. Federal and local data consistently points out the importance of post-secondary education and or training. Therefore, we set a goal to ensure all students were given the opportunity to regularly meet with college and career counselors and discuss their plans after high school.

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

- Creation of a new position: We are creating a new position of two future focus counselors who integrate the work of college counseling and socio-emotional counseling.
- Counseling: All students will receive one-on-one and group counseling on a weekly basis about their college and career plans. As students near graduation they will shift advisories so they are in a “future focus advisory” with other students who are also close to graduation and working with a future focus counselor.
- The future focus counselor will plan monthly college visits.
- The future focus counselor will plan college and career fairs every trimester.
- A teacher will be paid per session to work afterschool with students on college and career applications.

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

- The future focus counselors: We have changed two of our advocate counselors to future focus counselors who will focus on providing postsecondary counseling to all students and ensure everyone has opportunities to visit colleges and training programs.
- The director: Our school is run in partnership with our CBO—SCO Family Services. The Director of our school will supervise the future focus counselors and track progress towards the goals.
- The SPED teacher: Our SPED teacher is working in the afternoons after school to provide support to students applying to college.
- Our ELA Teacher: Our most experienced ELA teacher is teaching the CUNY Transitional College English classes, that prepare students for the CUNY entrance exams and prepare students for the intense non-fiction reading required at the college level.
- Our Learning To Work Coordinator: Our LTW Coordinator works with all students to help them define what careers they are interested in and get some experience in different fields.

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

- By December, 95% of December graduates will have a post-secondary plan and have met at least 3 times for post-secondary counseling.
- By March, 100% of all March graduates and 90% of all June graduates will have met at least 5 times with the future focus counselor for post secondary counseling. 95% will have a post-secondary plan.
- By June 100% of all graduates will have met at least 10 times with the future focus counselors for post secondary planning and 100% will have a plan for after high school.

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

- September: Administration will meet with all potential graduates and explain their shift into a future focus advisory. The future focus counselors will plan an advisory curriculum focused on college readiness. Our CUNY Transitional College Writing Teacher will revise the curriculum to ensure it is up to a college preparatory standard.
- October: The Future focus counselors will meet with all December graduates for one on one conversations about after graduation. Teachers will begin working with students on SUNY early applications. We will begin monthly college trips.
- November: We will host a college and career fair for all students.
- December: The future focus counselors will meet with all students who are graduating this year to have one-on-one college counseling sessions.
- January: We will host another college and career fair and conduct an evaluation of our program.
- March: Future Focus Counselors will meet with all graduates to plan for post secondary readiness.
- June: We will evaluate our program, looking at every graduates, the counseling they received, and the events they attended.

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

1. Students will shift into a “future focus advisory” as they near graduation to ensure they are spending focused time on college and career readiness activities.
2. Two counselors were shifted into future focus counselors who will focus particularly on post-secondary readiness.
3. We will have our most veteran teacher teach two “Transitional College English” classes.
4. We are creating a per session job posting for a teacher to work with students on college applications.

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).

- Parent Involvement is critical for students in planning for post secondary college and careers. To accomplish increase parent involvement in this area, we will
- Have biweekly progress reports (benchmarks) that are sent home to parents. The future focus counselors will reach out to parents of students who are in danger of not earning their credits/delaying graduation
 - Have monthly parent nights where we will discuss a broad array of topics including the graduation, college, career training programs, and financial aid.
 - Have 3 parent teacher conferences to ensure parents have time to talk to all their students' teachers.
 - Conduct home visits for parents of graduates who's attendance is slipping
 - Conduct parent meetings for all graduates.

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	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.

Additional funding for this program comes through our CBO SCO Family Services, and the Learning to Work Program.

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	Learning Strategies	Tutoring and small group instruction	After school
Mathematics	Mathematical Habits of Mind	Tutoring and small group instruction	After school
Science	Learning Strategies	Tutoring and small group instruction	After School
Social Studies	Learning Strategies	Tutoring and small group instruction	After School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	One-to-one socio emotional supportive counseling Motivational interview strategies	One-to-one counseling	During the school day

**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 *TA 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.

In order to create interesting, engaging lessons for students that make them want to attend school, we recognize the need to have highly qualified teachers at East Brooklyn. We have partnered with New Visions to recruit highly qualified staff for our openings. We have organized a hiring committee. This committee has hosted several hiring events. Not only have we attended New Visions and DOE recruiting events, we have held open houses when we invite prospective teachers to tour the school. These are student run and give candidates a sense of our students and school community. Furthermore, all candidates have presented mini-lessons to our students afterschool and participated in a roundtable reflection on their lessons. Through these processes we are ensuring we have high quality teachers committed to improving their instructional practices.

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).

One of the things we value the most at our school is having a reflective staff who continually work to improve their teaching craft. This year, we have hired coaches from REDESIGN, an organization that works with transfer schools to implement learning strategies through engaging lesson plans, and Eskolta, another organization that works with transfer schools. These coaches will work in departments with teachers to provide meaningful professional development. They will also provide coaching support for the administration through weekly check-ins and ideas of how to support departments, as well as a biweekly book study. In addition to the professional development teachers receive through department meetings, we will have weekly all staff meetings and regular teacher meetings to train staff on the implementation of the common core.

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.).

We use our school-wide Title 1 funds for parent involvement, to bring in arts programming which includes afterschool internships for students and frees teachers up to do tutoring, we use it to buy supplies for students in temporary housing, and we use it to provide free online courses

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.).

N/A

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.

Our school is fully committed to empowering teachers in using and selecting multiple assessment measures. Since opening, our school has designed our own assessments, using a teacher and department created outcome-based grading system and teacher designed assessments. Teachers regularly review their outcome rubrics and student work in their departments to ensure the skills they are assessing are the appropriate level. After each Regents, departments conduct an item analysis and use this analysis to revise their outcomes and assessments. The coaching staff is currently doing a book study, focusing on "So what do they really know?" a book on formative assessment and its use to improve instruction. The coaching staff is then turn keying the ideas in this book to teachers to improve instruction in the school.

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)

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—specifically the assistant director) to serve as a liaison between the school and families. The Assistant Director 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;

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;

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 18	Borough Brooklyn	School Number 673
School Name East Brooklyn Community High School		

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 Patrick McGillicuddy	Assistant Principal Colleen Crowley
Coach Allison Newmann	Coach
ESL Teacher	Guidance Counselor
Teacher/Subject Area Tessa Corcoran Sayers/ SPED	Parent Audrey Neville
Teacher/Subject Area Jimmy Walker/SPED	Parent Coordinator Karen Lopez
Related Service Provider	Other Steve May/ English Teacher
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	0	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	0	Number of certified NLA/foreign language teachers	0	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	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	185	Total number of ELLs	1	ELLs as share of total student population (%)	0.54%
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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 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE														0
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	1	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	1
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	1

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										0
Dual Language										0
ESL							1		1	1
Total	0	0	0	0	0	0	1	0	1	1

Number of ELLs who have an alternate placement paraprofessional: 0

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0													

*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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian													1	1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	1	1

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)														0

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)														0
Advanced (A)													1	1
Total	0	0	0	0	0	0	0	0	0	0	0	0	1	1

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													1
READING/ WRITING	B													
	I													1
	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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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.
At East Brooklyn, we work with students who are overaged and undercredited and often lacking certain literacy skills high school students need to be successful. Our first step in assessing students is to look back at their eighth grade ELA and Math scores as well as previous Regents and NYSESLAT scores. As a school we use a reading assessment through Achieve 3000 to assess their reading abilities and do individual pull-out sessions with teacher created assessments to assess students literacy skills.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
We currently have only one ELL student who is a new student. Her reading level is significantly below grade level and she struggles with literacy skills; however, her reading needs are similar to other struggling students in our school.
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](#))
Every ELL student we have ever had in the school has always scored proficient in the listening/speaking and struggled more with the reading/writing section of the NYSESLAT.
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?

We currently only have one student who is at the advanced level. She has only been enrolled in the school for a month and a half. She currently opts to take tests in English rather than her native language since she said she reads better in English. She is currently in a co-taught English class and is passing the class with an 80. We do not yet have results of her periodic assessment to use; however, we will use them in programming, since we individually program students to meet their academic and credit needs. Teachers will use these results to collaborate with the SPED teachers and differentiate instruction for this student, who is also an IEP student.
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?
East Brooklyn is distinguished by a school culture immersed in the best practices of youth development, which integrates two equally important components - a standards-based instructional model, and a support structure which focuses on leadership development, goal-setting and community building - into an educational community that focuses on students' strengths and fosters achievement. The design addresses the learning needs of a heterogeneous student body of high school-aged adolescents who have previously been truant or dropped out of school and have a wide range of literacy and numeracy proficiencies. Academically, students are engaged in a flexible, well-rounded high school curriculum that integrates literacy throughout an interactive instructional model. We have counselors and staff who are fluent in a variety of languages and offer Spanish and French as foreign languages.
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.).
With such a limited number of ELL students (1) we have very limited data to assess our program. Last year, we had two ELL students. We regularly looked at teacher created assessments, Regents scores, class pass rates, and NYSESLAT results to see the success of our program. Both students tested proficient on the 2013 Spring NYSESLAT, so they are no longer ELL students. We will continue to evaluate the success of our current 1 ELL student by examining these pieces of data.

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](#).)

Before students enter our school they go through an intake process that includes an interview with the student and a later interview with the student and the parent. Advocate Counselors and our Program Facilitator conduct these interviews and are responsible for assessing language needs. During this time, new families to the DOE complete the HLIS, and if they indicate their home language is a language besides English, a DOE administrator with an SBL, and our SPED teacher, Tessa Corcoran Sayers, who is working towards a dual certification in ESL and is fluent in Spanish and French join the interview. At this time, we discuss the three options available to parents and show them the DOE video explaining the three choices for ELL instruction. We also explain for parents the LAB-R test to ensure they understand the evaluation process and how a student qualifies for ELL services. If a family's native language is not English, we conduct the informal interview in their native language, either through internal translators (when the native language is Haitian Creol or Spanish) or external translators. We therefore ensure the HLIS is completed within ten days, and it is filed in the main office file cabinets. If the LAB-R is necessary we would then administer it within the 5 days mandated. It would be administered by Tessa Corcoran Sayers. Because of the nature of a transfer school, we have as of yet never had a student who fell into this category.

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.
See question 1. We show them the DOE video explaining the three choices.
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](#)].)
If a new student qualifies for ELL services, we send home an entitlement letter, translated into the appropriate language. Colleen Crowley will print the letter, mail it, and retain all copies for our student files. In addition, we then hold a parent meeting to discuss the results. If the student qualifies for ELL services, we review again the three choices parents have for ELL instruction-- Transitional Bilingual Education, Dual Language Education, and Free-standing ESL. Parents chose the option they would like for their child, completing the Program Selection Form and Parent Survey which are then filed in the main office. If the option is not available at our school, we explain that we need 15 parents who speak the same language to all ask for this option for their child to offer the program and also refer them to other schools that do offer the option of choice. Finally, if we do not hear from parents, our advocate counselors do a home visit reaching out around their choice for language instruction. Tessa Corcoran Sayers will accompany them on these visits to ensure a pedagogue is present to explain the choices and the parent completes the Program Selection Form and Parent Surveys.
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.
As was described above, we do our best to meet the needs and instructional program requests of all parents. We will have parent interviews, send home letters, do home visits, and conduct follow-up interviews to ensure parents are consulted in this decision and understand the process and different options they have for instruction.
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.

Every year we administer the NYSESLAT to all ELLs. We schedule the test early on and talk to the students, the counselors, and the families about the importance of the test. Tessa Corcoran Sayers, a SPED teacher working on dual certification, administers the test. We reschedule the test if students are absent.

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.  We have never had parent surveys, as all our students have previously been enrolled in DOE schools.

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])?

We currently do not have a certified ESL teacher, but have a SPED teacher who is going to work towards her certification and is fluent in English, Spanish, and French. Our one ELL student is also a SPED student, and we provide push-in and co-teaching support in her classes. She is in a co-taught English class. All classes at EBCHS are ungraded, since we individually program each student based on his/her credit needs.

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)?

Currently we have one ELL student who is in a co-taught English class with her SPED teacher and the head of our English department. Our SPED teacher is going to work towards getting her certification in ESL and provide the mandated ESL hours

during SGI and one on one pull-out sessions. In addition, we are looking into hiring a part time ESL teacher to work with her after school. Our one ELL student is in the ESL program model, we have no students in the TBE or Dual Language models.

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.

So as to ensure that all students' learning needs are being met, we provide our staff with training in Blooms Taxonomy, Sheltered Instructional Model, and teaching Literacy Strategies across the curriculum. Additionally, all textbooks and the books/audio tapes in our school library were selected to support the instructional program, were carefully reviewed, and were chosen for their effectiveness in engaging all students in the learning process. As an ungraded school committed to heterogeneous grouping, the educational design has been developed to be able to meet the needs of all students. The program utilizes an inclusion model with individualized assistance and support provided by our special ed. teacher who is trained in literacy. Because of the curriculum's strong emphasis on literacy and numeracy, any ELL students would have extensive opportunities to develop new skills in these areas within the classroom setting. Our scope and sequence includes an intensive Reading Seminar class that introduces our students that struggle the most with literacy to the reading strategies. Any struggling ELL students would be programmed into this class. ELLs in the school for less than three years would be placed in the intensive Reader's Classes and the core content classes that the Special Ed Instructor is pushing into, ensuring that they receive literacy support. In addition, they would receive the hours of ELL instruction during 7th period. ELLs receiving service 4 to 6 years and Long Term ELLs would be programmed for a mix of intensive and general ed classes, depending on their periodic assessments and their individual weaknesses. Similarly, they would work with the ELL teacher in 7th period. Finally ELL students with special needs would receive all services mandated on their IEPs in the language required and also work with the ELL instructor during 7th period.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
We only have one ELL student currently. We have had conversations with her about her preferences around evaluation, and she has on numerous occasions said that she reads and writes better in English than her native language. We will still offer her Regents and other assessments in her native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Our SPED teachers will do one-on-one pullout to evaluate and provide critical direct instruction to our one ELL student. These teachers use teacher created assessments to assess students speaking, listening, reading, and writing skills throughout the year. At the end of the year, we will administer the NYSESLAT as well.
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).

Any ELL students who entered the school would be programmed based on the credits they need as well as the academic skills. ELLs in the school for less than three years and SIFE students would be placed in the intensive Reader's Classes and the core content classes that the Special Ed Instructor is pushing into, ensuring that they receive literacy support. In addition, they would receive the hours of ELL instruction during 7th period. ELLs receiving service 4 to 6 years and Long Term ELLs would be programmed for a mix of intensive and general ed classes, depending on their periodic assessments and their individual weaknesses. Similarly, they would work with the ELL teacher in 7th period. Finally ELL students with special needs would receive all services mandated on their IEPs in the language required and also work with the ELL instructor during 7th period.

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?
Our teachers of our one ELL student who is also a student with a disability, are all trained in Blooms Taxonomy and the learning strategies to teach all students strategies for reading and synthesizing complex texts. We work on these strategies and literacy skills in all classrooms, so students are continually accelerating their language development and reading skills while learning critical academic content.
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?
Our school believes in an inclusive model of special education. All students are individually programmed based on their

academic and credit needs and we provide our special education services in a push-in model to ensure students are educated in the Least Restrictive Environment. Our ELL student has an IEP and the SPED instructors will create holistic IEP goals that also address her language needs. They monitor progress through formative assessments, teacher created assessments, and statewide exams.

Courses Taught in Languages Other than English 

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

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

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

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

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

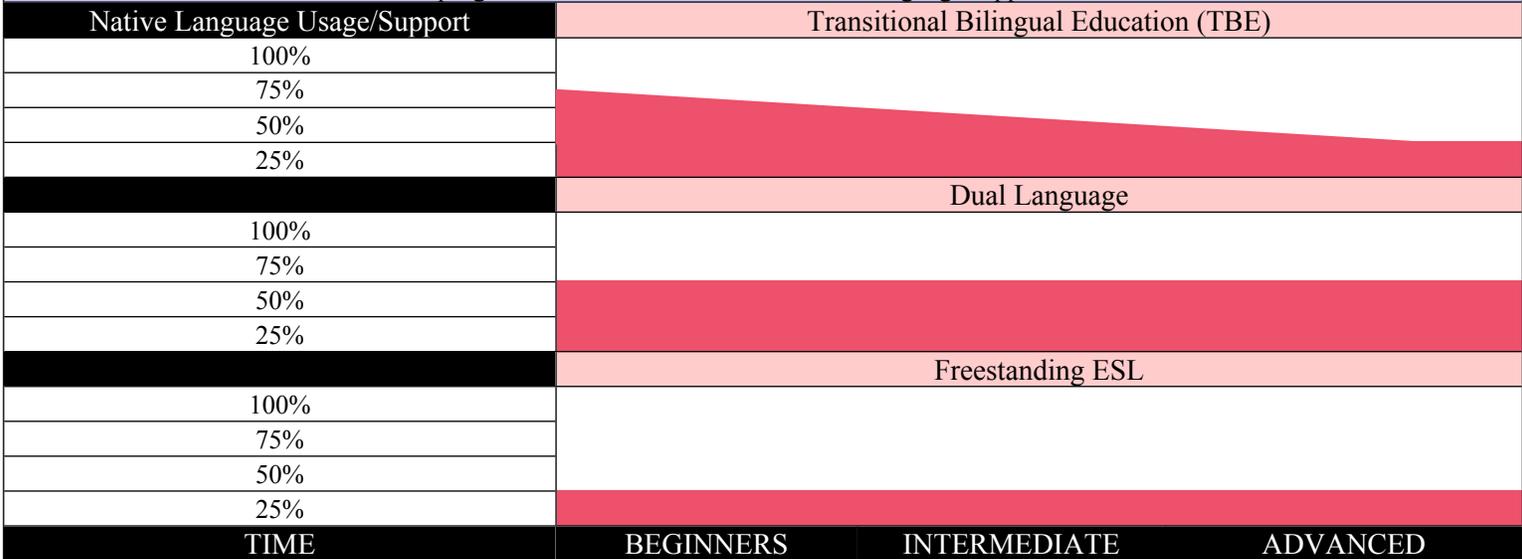
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.
- Currently we have one ELL student and we offer intervention in English. We have an ELA co-taught class which focuses on literacy skills and increasing reading and writing fluency. Our ELL student is programmed for this class, and is currently very successful in class. There is afterschool SGI when needed. We offer math classes in English. Our ELL is currently not scheduled for Math classes because of her prior history and credit needs. If she was scheduled for math, she would be placed in a co-taught class that focuses on the mathematical habits of mind. There is also SGI in math afterschool.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our one ELL student is currently passing classes that she is needing support in, and her SPED teacher has assessed her writing and reading skills as very typical of students in our building. Our previous ELL students have scored proficient on the NYSESLAT exams and passed classes they have been present for.
11. What new programs or improvements will be considered for the upcoming school year?
- This year we hired an additional special education teacher, so we will be offering more co-taught classes. Since one of our teachers is working for her ESL certification, this will increase the number of classes she is providing support in, since she is no longer solely responsible for compliance. In addition, we created a 6th period reading class to increase the fluency of any struggling readers.
12. What programs/services for ELLs will be discontinued and why?
- We do not have any programs that are being discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Every student at EBCHS is afforded equal access to all programs. After school, we have SGI which our ELL student is encouraged to come to, and we also have a LTW program, which she is also encouraged to attend. We have bilingual staff who communicate these opportunities to her parent.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- As an Izone school, we have access to a lot of computer technology and online courses. Every class is equipped with a set of laptops and teachers and or students have continual access to online dictionaries and translators. We also have access to Achieve 3000 which provides leveled academic readings to help increase reading fluency.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- We provide native language support through access to online translators and software designed to support ELLs in classrooms. We currently only have one ELL student who is more comfortable reading, writing, and speaking in English.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Since any ELL students at our school are overaged and under credited, we always individually program students so the services and resources correspond to students age, grade levels, and credit needs. ELL students will be programmed in the same way, while taking into account the need for additional language acquisition skills.
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.
- All students who are enrolled are paired with a counselor who conducts and interview with the student and the family. The counselor conducts home visits and outreach to the family. If we had a newly enrolled ELL student, we would pay particularly close attention to the language needs of the student and family and communicate with teachers around the students needs. Every two weeks we have progress reports and the counselor would work with the student to ensure he/she was passing classes and understanding the material. When interventions are necessary, our SPED teacher and the counselor would work with teachers to differentiate instruction.
18. What language electives are offered to ELLs?
- We offer Spanish and French as language electives to all students.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - 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.

Our staff are all being trained by Redesign on using Blooms Taxonomy, Sheltered Instructional Model, and teaching Literacy Strategies across the curriculum. Our SPED Team is working closely with a coach from Redesign to improve push-in, pull-out, and co-teaching strategies. Our staff also meets twice a week in departments to work on implementing the common core and addressing students' literacy needs. We conduct peer observations, look at student work, and pursue inquiry questions that examine various issues including the needs of our students with limited English proficiency and literacy issues. In addition, one of our staff members is currently working to obtain her ELL certification. We have counselors who are bilingual to assist students in applying to college, helping make a smoother transition for these students. We will provide at least 7.5 hours of ELL Training during our longer Tuesday and Thursday meetings when teachers meet to discuss literacy strategies, struggling students, and ways to improve student performance.

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?

Our school partners with SCO Family Services to provide wraparound support for our students and families. Each student has an advocate counselor who works with the family to ensure the student is successful in school. We have advocate counselor's fluent in other languages and whenever a student's home language is not English, we assign a bilingual advocate counselor to the family. In addition, we have an in depth interview process that includes a parent interview to help us assess the parent's needs. Finally, we have scheduled three parent teacher conferences that coincide with three of our PTA meetings. These meetings, which our advocate counselors attend, enable parents to have regular meetings with teachers to hear about their students' progress. Currently our one ELL has had her parent come to the building for the interviews and has regular contact with her counselor.

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.

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 18K673 **School Name:** East Brooklyn Community High School

Cluster: 5 **Network:** New Visions

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.

Every family in our school has an in-person parent interview during intake. A part of this interview assess parent and family interpretation needs to ensure we understand the best language to communicate with families in. We have staff who are fluent in English, Spanish, French, and Haitian Creole to provide on site interpretation services. We have previously hired interpreters when families need information in languages other than these.

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

The overwhelming majority of our parents are fluent in English, with a small minority needing translation into Spanish or Haitian Creole. The counselors in our school are the primary point people to contact the families and know the language needs due to their involvement in the interviews. They communicate these needs to the students' teachers at the start of the trimester during staff meetings.

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.

Whenever we send material home, we will send it home in any languages needed by parents in EBCHS. All of these will be provided by in-house school staff, unless we have a circumstance where a parent needs translation into a language we do not have anyone fluent in. In this case, we would have an outside vendor provide this service.

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.

Again, school staff can and will provide all the oral translation needs of our parents. They will provide these in conferences, meetings, and whenever needed. If needed, we will hire outside vendors.

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>.

We will inform all parents of notification requirements for translation services during the parent interview.