

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**DBN: (i.e. 01M001):**

**14K478**

**School Name:**

**HIGH SCHOOL FOR ENTERPRISE, BUSINESS AND TECHNOLOGY**

**Principal:**

**HOLGER CARRILLO**

## Comprehensive Educational Plan Outline

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## Section 1: School Information Page

### School Information

School Level: High School School Number (DBN): 14K478  
School Type: Public Grades Served: 9-12  
School Address: 850 Grand Street  
Phone Number: 718-387-2800 Fax: 718-387-2748  
School Contact Person: Holger Carrillo Email Address: HCarril@schools.nyc.gov  
Principal: Holger Carrillo  
UFT Chapter Leader: Adam Benson  
Parents' Association President: Ingrid Geraldo, Saturnina Boyce, Co-Presidents  
SLT Chairperson: Jane Wharton  
Student Representative(s): Brittany Valerio, Joan Geraldo

### District Information

District: 14 Superintendent: Karen Watts  
Superintendent's Office Address: 1396 Broadway, Room 110, Brooklyn, NY 11221  
Superintendent's Email Address: kwatts@schools.nyc.gov  
Phone Number: 718-455-4635 Fax: \_\_\_\_\_

### Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz  
Network Number: CFN 611 Network Leader: Deborah Schaefer

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Holger Carrillo	*Principal or Designee	
Adam Benson	*UFT Chapter Leader or Designee	
Ingrid Geraldo Saturnina Boyce (Co-Presidents)	*PA/PTA President or Designated Co-President	
Paula Almanzar	DC 37 Representative, if applicable	
Brittany Valerio Joan Geraldo	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
John Heegle	Member/ UFT Delegate	
Jane Wharton	Member/ CSA Representative	
Isabel Arias	Member/ Parent	
Maximina Valerio	Member/ Parent	
Nicole Thomas	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> <li> <b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and                 </li> </ul>	

## **The Quality Review and the Capacity Framework**

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### **NYCDOE's Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### **Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Located in East Williamsburg, The High School for Enterprise, Business and Technology (EBT) is one of the three high schools located at the Grand Street Campus. Our student population is primarily Black and Latino (95%) and majority male (66%), with sizeable populations of English Language Learners (8%) and students with IEPs (17%). EBT's focus is to serve this population by giving them the skills and knowledge necessary to graduate from high school and to succeed in college and career. Over the past few years, our four-year graduation rate has exceeded 75%, well above the city average. In addition to their core academics, students have the opportunity to participate in two CTE (Career and Technical Education) programs (CISCO Networking Academy and Academy of Hospitality and Tourism), join any of the 20 sports teams on campus, or join our award-winning arts program, with classes in instrumental music, chorus, and visual art. Our academic success and vibrant culture have earned EBT an "A" on our progress report every year, except one, that the report has been in place.

Our mission statement reads as follows: **We believe that all students can achieve academic excellence.**

**Teaching them to be responsible and productive citizens and preparing them to participate fully in the world they will face after graduation is an essential component at EBT. The entire school community is committed to ensure the students' cognitive, creative and social growth. In partnership with universities, corporations and community organizations, students will have the opportunity to experience the world of work.**

In recent years, we have focused on building the skills that students need for college and the 21<sup>st</sup> century workplace. In addition to the aforementioned CTE programs, our school also offers nine Advanced Placement courses and has started an online International Baccalaureate program in Mathematics SL and Economics SL. Our school instructional focus is to have students develop the skill of using evidence to support arguments in discussion, which will then transfer to stronger writing in literacy and math, and develop the communication and collaboration skills that support college and career readiness. Developing these types of critical thinking and analytical skill is a challenge; one that the teachers, staff and administration work hard every day to achieve.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to the most recent School Quality Guide (2013-2014), the High School for Enterprise, Business and Technology (EBT) has been rated “exceeding target” in Student Achievement, and rated “meeting target” in Student Progress, College and Career Readiness and Closing the Achievement Gap. This speaks very well for our school’s commitment to rigorous instruction.

Some highlights from the Quality Guide include the following:

- Percent of students earning 10+ credits in 1<sup>st</sup> year increased from 80% to 85%
- Percent of students in School’s Lowest Third Earning 10+ credits in 1<sup>st</sup> Year increased from 67% to 68%
- Increased weighted Regents pass rate in English, Science, and US History
- Percent of Four-Year Graduation Rate increased from 73% to 76%
- Percent of postsecondary enrollment rate increased from 50% to 71%
- Percent of students who successfully completed approved rigorous courses and assessments within four years of high school after entering 9<sup>th</sup> grade in 2010-2011 increased from 63% to 84%

Other indicators of rigorous instruction include the following:

- EBT offers Advanced Placement classes in nine subjects, and this year started an online International Baccalaureate program in Mathematics SL and Economics SL.
- EBT offers CTE (Career and Technical Education) instruction in two programs: CISCO Networking Academy and Academy of Hospitality and Tourism. Students have the opportunity to take industry tests that are the equivalent to Associate’s and Bachelor’s Degrees in the field.

Our priority needs for this are to:

- Increase the percentage of students who graduate with a Regents diploma and meet CUNY’s standards for college readiness in English and Math, which currently stands at 24%, equal to the city average.
- Increase the weighted Regents pass rate on the Mathematics Regents examination, which is currently below the city average.
- Increase the weighted Regents pass rate on the Global History Regents examination, which is currently equal the city average.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2015, we will improve 4-Year College Readiness Index in English and Mathematics by 3%.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal	<b>Target Group(s)</b>	<b>Timeline</b> <i>What is the</i>	<b>Key Personnel</b> <i>Who is responsible</i>
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<p>for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<i>Who will be targeted?</i>	<i>start and end date?</i>	<i>for implementing and overseeing the activity/strategy?</i>
Academic intervention services like tutoring, after-school programs, and Saturday Institute will be offered to students who are having difficulty with academic course work, based on Regents scores, report card grades and teacher recommendation. Students will be encouraged by teachers to maximize the use of Castle Learning and Khan Academy online software for hands-on practice with Regents questions. Teachers in math and English administer interim assessments to measure student progress throughout the year.	All teachers	Throughout the school year	AP Math/Science , AP ISS and Pupil Personnel and AP Humanities
High-need students and students who scored below grade level in 8th grade mathematics exam are placed in additional math and science classes aimed at improving critical thinking skills. Instructional Support Services (ISS) teachers work with students to scaffold information and provide alternate texts when necessary.	High-need students	Throughout the school year	AP ISS and Pupil Personnel
School Leadership Team (SLT) will communicate to parents, once per semester, the requirements necessary to be considered “college-ready” by the city, so they understand why students who may have already passed an English or Math Regents exam may be asked to re-take it, in hopes of achieving “college-ready” pass level.	Parents	Once per semester	SLT
School leaders and teachers will communicate to students the importance of achieving “college-ready” pass levels on Regents examinations, including avoiding the need for remedial classes in college. Students who are struggling with content in any core subjects are given individual support by teachers and encouraged to use many different approaches besides classroom instruction (online learning, student-to-student tutoring) to achieve.	All students	Throughout the school year	School leaders and teachers

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Tutoring sessions, professional development trainings and after-school sessions will be paid for by Expanded Success Initiative (ESI) grant.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA	X	Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Expanded Success Initiative (ESI) grant									

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February, 2015, the percentage of students who have scored at least 75 on English Regents and 80 on Mathematics Regents (“college-readiness” level scores), will have increased by 2% over last year.

**Part 6b.** Complete in **February 2015**.

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to the most recent NYC School Survey Report (2013-2014), major findings include the statistics that 88% of parents, 87% of teachers, and 84% of students are generally satisfied with the school culture.

Some of our strengths include the following:

- 95% of parents surveyed agree or strongly agree that our school makes them feel welcome. For example, we conduct three orientations (two in the spring, one in the fall) for incoming 9<sup>th</sup> and 10<sup>th</sup> graders.
- 97% of parents surveyed agree or strongly agree that our school communicates with them in a language that they can understand. For example, a translator is offered to parents who come to the school for a conference.
- 96% of parents surveyed agree or strongly agree that our school has high expectations for their child. For example, we offer regular incentives and rewards for students who achieve high standards (or demonstrate marked improvement) in attendance, academics and attitude/behavior.
- 97 % of parents, 95% of teachers, and 94% of students surveyed agree or strongly agree that students with disabilities at our school are included in all school activities (lunch, class trips, etc.). For example, students with physical and/or intellectual disabilities have attended out-of-state class trips.
- 93% of teachers surveyed report that the extent to which they feel supported by other teachers at our school ranges from “to some extent” to “to a great extent”. For example, ISS teachers meet at least twice per week to collaborate and share best practices related to the Individualized Education Program (IEPs) writing process.
- 93% of teachers surveyed agree or strongly agree that adults treat students with respect at our school. For example, all teachers greet their students at the door of their classroom prior to the start of class.

Our priority need for this year is to encourage all students to show greater respect to one another and to adults in the building. The survey results reflect this need; the number in parentheses is % of students who say they “strongly agree” or “agree”:

- Most students at my school...
  - treat each other with respect. (68%)
  - treat adults with respect. (67%)

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Improve the percentage by 10% of students who say they “agree” or “strongly agree” to the questions related to students treating other students and adults with respect on the 2014-15 School Survey.

### Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be</i>	Timeline <i>What is the start and</i>	Key Personnel <i>Who is responsible for implementing</i>

<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<i>targeted?</i>	<i>end date?</i>	<i>and overseeing the activity/strategy?</i>
We will encourage all students to show greater respect to one another and to adults in the building by improving the school culture by promoting awareness of the “Respect for All” program. We will teach “Respect for All” lessons in each of the English Language Arts (ELA) and English as a Second Language (ESL) classes, hold grade-level assemblies during spring term, and honor students at our award ceremonies who are nominated by teachers for demonstrating exemplary integrity and character.	All students	2 weeks prior to event January 2015	Assistant Principal, Pupil Personnel Services
Students in ESL and students with disabilities (SWDs) in Special Classes (15:1 Student-Teacher Ratio) will participate in role plays to help them better understand the content of the “Respect for All” lessons. Grade-level assemblies will be conducted in March of 2015.	ESL and SWDs in Special Classes	January 2015; March 2015	Assistant Principal, Pupil Personnel Services and Assistant Principal, Humanities
We will teach “Respect for All” lessons to parents on the same date as the Parent-Teacher Conferences in the spring	All parents	March 26, 27	Assistant Principal, Pupil Personnel Services
By teaching both student and parents the basic tenets of the “Respect for All” program, we are further developing a system of support by letting members of the school community know that we value respect and that disrespectful behavior will not be tolerated.	All parents	Ongoing throughout the school year	Assistant Principal, Pupil Personnel Services

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
We have the needed resources to teach the “Respect for All” lessons. ELA teachers can teach the Respect for All lessons in their classes during February of 2105. Grade-level assemblies can be planned during the school day and hosted in the auditorium during periods 7 and 8 in March of 2015.

#### **Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Expanded Success Initiative (ESI) grant									

#### **Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> <li>• Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>• Specify a timeframe for mid-point progress monitoring activities.</li> </ul>
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By February 15, 75% of students will indicate that they “agree” or “strongly agree” that students treat each other and adults with respect. We will get these results from an internal survey related to school culture and respect, and will use these results as formative results in effort to improve results on next year’s survey.

**Part 6b. Complete in February 2015.**

<ul style="list-style-type: none"> <li>Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>		Yes		No
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• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to the most recent NYC School Survey Report (2013-2014), teachers are generally satisfied with the level of collaboration and professional development they experience in our school. Some examples follow; the number in parentheses is % of teachers who say they “strongly agree” or “agree”:

- School leaders provide time for collaboration among teachers. (79%)
- Teachers in my school work together on teams to improve their instructional practice. (88%)
- Overall, my professional development experiences this school year have
  - been sustained and coherently focused, rather than short-term and unrelated. (85%)
  - included opportunities to work productively with colleagues in my school. (90%)
  - provided me with content support in my subject area. (80%)

Some of our strengths include the following:

- Teachers with common preps meet on a weekly basis, during which they discuss curriculum, lesson plans and look over student work, looking for gaps in achievement upon which to focus.
- Teachers have access to shared curriculum and other resources on a shared Google drive. Teachers are very willing to share their resources, especially with new teachers.
- At department meetings, teachers have the opportunity to work together, share concerns with each other and their department supervisor, and get professional development. PD topics range from effectively using data, to classroom management strategies, to ways of engaging students in accountable talk and higher level thinking.
- Over the past two years, we have used money from an Expanded Success Initiative (ESI) grant to send teachers to professional development conferences, such as the National Council of Teachers of English (NCTE) and National Council of Teachers of Mathematics (NCTM) conferences.
- Teachers are encouraged to conduct inter-visitations with fellow students to see best practices, and to speak to other teachers when having issues with curriculum, or student behavior.

Priority needs for this year:

- Assure that all content teachers are working closely with ISS teachers when teaching Integrated Co-Teaching (ICT) and Special Education Teacher Support Services (SETSS) classes. Teachers should plan together to the extent possible, given programming challenges and time constraints, and make sure that both teachers have a copy of the lesson plan before the class so that they can prepare properly.
- Formalize a process for teacher inter-visitation, so that we make sure we are leveraging the abilities of our best teachers to model for developing teachers, and for master teachers to critique newer teachers’ performance in the classroom.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

- By June 2015, 75% of Instructional Support Services (ISS) teachers working in an ICT classroom will conduct two inter-visitations of other ICT classes, and provide written, growth-producing feedback to the content area and ISS

teachers based on Danielson’s Framework for Teaching. This will be measured by tracking documentation of inter-visitations and by supervisor observations.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Professional Development (PD) for all teachers will address the role of content teachers and Instructional Support Services (ISS) teachers in the planning process. PD will address the specific role each teacher plays, strategies for seamless delivery of instruction, and the use of technology in lesson planning and delivery.	All teachers	Once per marking period	AP ISS and Pupil Personnel
Content and ISS teachers will communicate either in person during shared planning periods or via email. This collaboration will benefit the needs of IEP students because it will give ISS teachers more time to plan differentiation, including developing scaffolding methods and/or providing alternate texts.	All teachers	Throughout school year	AP ISS and Pupil Personnel
School Leadership Team (SLT) will communicate to parents, once per semester, how our ICT and SETSS classes are planned and structured. Parents of students with IEPs will be kept informed about the individual planning being done to help their children succeed, including the use of scaffolding and alternate texts.	Parents	Once per semester	AP ISS and Pupil Personnel
Having teachers meet together after inter-visitations and then sharing out experiences at department meetings will help build trust between teachers, as we become more open to allow others see us practice our craft. We are all learners as well as teachers, and watching others can help us improve our own teaching.	All teachers	Throughout school year	Department APs

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

By June 2015, teachers will devote two prep periods each to participate in inter-visitations, and one additional period for documentation. Methods for sharing resources –email and ebtbrooklyn.com Google drive—are already available. Documents for recording inter-visitations will be developed by administration and provided online for teachers.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February, 2015, 75% of teachers working in ICT or SETSS environments will have participated in a minimum of one inter-visitation and will share their lesson plans via email or a shared Google Drive. This will be measured by tracking documentation of inter-visitations and by supervisor observations.

**Part 6b.** Complete in **February 2015.**

<ul style="list-style-type: none"> <li>• Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>		Yes		No
<ul style="list-style-type: none"> <li>• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul>				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

This element reads, “Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.”

According to the most recent NYC School Survey Report (2013-2014), teachers and staff feel that our school sets high expectations for our students, and that our school leaders are supportive of them. Some examples follow of teacher responses; the number in parentheses is % of teachers who say they “strongly agree” or “agree”:

- School leaders place a high priority on the quality of teaching. (90%)
- The principal at my school makes clear to the staff his or her expectations for meeting instructional goals. (85%)
- To what extent do you feel supported by the following people?
  - Your principal. (85%)
  - Assistant principals at your school. (90%)
  - Other teachers at your school. (93%)

In addition to these survey results, some other strengths related to effective school leadership include the following:

- Teachers are encouraged to assume informal leadership roles throughout the school based on their knowledge in a particular area: curriculum expertise, pedagogical strategies, technology implementation, etc.
- Principal includes administrators, teachers, support staff and parents in school-wide decisions including programming, hiring, standards for student behavior, uniform policy, etc.

Needs in this section relate to our school leadership setting a clear vision for the school, and having school leaders more involved and present in the classrooms when instruction is being delivered. Some examples from the school survey reflect these needs:

- The principal at my school...
  - communicates a clear vision for our school. (73%)
  - understands how children learn. (78%)
- The principal at my school...
  - knows what's going on in my classroom. (70%)
  - participates in instructional planning with teachers. (53%)

Our priority need is to have the principal more involved in instructional planning with teachers.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

- By June, 2015, the principal will provide written, growth-producing feedback to teachers based on observation of 15 teacher team meetings.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
School leaders will attend professional development with Department of Education talent coach to discuss best practices related to observations, grading using the Danielson Framework for Teaching, and providing constructive feedback to teaching staff.	Principal, Assistant Principals	Four times during school year	Principal
Principal will meet with ISS and ESL teachers, and give feedback on instructional planning for these high need student groups.	ISS and ESL teachers	Throughout school year	Principal
Principal will share his interactions with teachers with parents during School Leadership Team meetings, keeping them informed about the instructional goals of our teachers, and the challenges they are facing with our students.	Parents	Once per month	Principal
By attending teacher meetings, Principal will gain better understanding of challenges and goals teachers have, and be able to discuss these with teachers on a more regular basis, building trust between school leadership and teachers.	Teachers	Throughout school year	Principal

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Principal will schedule time to attend at least five teacher team meetings per marking period.

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: <ul style="list-style-type: none"> <li>• Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>• Specify a timeframe for mid-point progress monitoring activities.</li> </ul>
<ul style="list-style-type: none"> <li>• By February, 2015, the principal will have attended at least one teacher team meeting per five-day week, for a total of three meetings attended.</li> </ul>
<b>Part 6b.</b> Complete in <b>February 2015.</b>

<ul style="list-style-type: none"> <li>Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>		Yes		No
<ul style="list-style-type: none"> <li>If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul>				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

This element reads, “School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.” Addressing each element individually, we have:

1. **Businesses:** Our school Advisory Board consists of members that represent colleges, industry and community organizations. They focus on the successful implementation of our CTE program, but discuss issues, like college and career readiness, that affect our entire school. Some of our college partners include Bramson ORT, New York City College of Technology and Kingsborough Community College. Some of our industry partners include Showtime Networks and the CISCO Corporation.
2. **Community-based organizations:** Our school has had long-term relationships with BuildOn Organization, which organizes community service programs in the neighborhood and abroad; the Leadership Program, which runs an annual theatrical production featuring our students; and St. Nick’s, which runs a program aimed at improving the attendance of our long-term absence students. In addition, our auditorium, manned by our student technical crew, is used by community service organization El Puente and many neighborhood schools for their events and graduations.
3. **Families:** According to the most recent NYC School Survey Report (2013-2014), parents who responded were generally satisfied with most aspects of the school. Some examples follow; the number in parentheses is % of teachers who say they “strongly agree” or “agree”:
  - How satisfied are you with the following?
    - The education my child has received this year. (96%)
    - The overall quality of my child’s teachers this year. (95%)
  - My child’s school...
    - makes it easy for parents to attend meetings by holding them at different times of day, providing an interpreter, or in other ways. (92%)
    - keeps me informed about my child’s academic progress. (95%)
  - My child’s school makes me feel welcome. (95%)

While these numbers are very positive, they represent only a portion of our parents. Only 24% of our parents responded to the survey this year, a positive jump from the year before (14%), but still well below the city average. This reflects some other areas where parents do not feel fully engaged, such as:

- My child’s school keeps me informed about what my child is learning. (80% said “strongly agree” or “agree”)
- How often during this school year have you:
  - attended a parent-teacher conference? (15% said "Never")
  - attended a Parent Association/Parent Teacher Association (PA/PTA) meeting? (49% said "Never")

This last area is the priority need that our annual goal will address.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority

need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2015, the School Leadership (SLT), EBT Parents Association and faculty will improve parent participation, as measured by attendance, in school activities, including Parent Association meetings and Parent-Teacher Conferences by 10%.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Throughout the school year, a bi-monthly newsletter will be created in collaboration with the SLT, Parents Association (PA) and faculty highlighting the school’s instructional focus, student achievement and activities	Parents	September 2014 to June 2015	Assistant Principal Organization and Parents Association President
Saturday school program will institute a “Learn Along with Your Child Program”. Parents of ELL students will attend Saturday classes with their children. The Parents Association will take opportunity to give a bilingual parents association meeting at least once each term.	Parents	Fall 2014 and Spring 2015	Assistant Principal Organization, ELL teacher and Parents Association
Using Jupiter grades and school messenger, parents will be informed of parents and students activities and meetings. EBT will provide incentive rewards for students who encourage parents to attend parent teacher conferences and association meetings.	Parents, Students	September 2014 to June 2015	All Assistant Principals
Before PA meetings and parent conferences, teachers will communicate to students that parent involvement has positive benefits for them; this will build trust between staff and students related to parent involvement. Parents’ positive experiences at school will lead to greater trust and more willingness to attend school events.	Parents, Students	September 2014 to June 2015	Assistant Principal, Organization

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The School Leadership Team and the EBT Parents Association will work together to allocate funds to purchase, or to fundraise for, incentive rewards for students, and for stipends for faculty conducting parent workshops and writing newsletters.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>	X	<b>Title III</b>	X	<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 2015, the School Leadership Team and the Parents Association will review the percentage of parents participating in school conferences, meetings and activities; the goal for this point is to raise attendance percentage by 5%.

**Part 6b.** Complete in **February 2015.**

<ul style="list-style-type: none"> <li>• Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>		Yes		No
<ul style="list-style-type: none"> <li>• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul>				

## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
<b>English Language Arts (ELA)</b>	Regents grade below 65; missing course credit needed for graduation; failing marking period; teacher/grade advisor recommendation; student/parent request	Teacher modeling (read aloud/think aloud); repeated readings; use of past Regents for reading/multiple-choice/essay practice; Castlelearning; Achieve3000; Aventa Credit Recovery	Small group; one-on-one; tutoring services by NHS students and teachers (sign-up form on <a href="http://ebtbrooklyn.com">ebtbrooklyn.com</a> web site.	Student lunch periods with selected teachers; after school; Saturday Institute
<b>Mathematics</b>	Regents grade below 65; missing course credit needed for graduation; failing marking period; teacher/grade advisor recommendation; student/parent request	Use of past Regents for multiple choice/short responses; Castle Learning for additional practice and homework assignments; KhanAcademy.org for additional practice; teacher-developed review materials from Jmap.org; Aventa Credit Recovery	Small group; one-on-one; tutoring services by NHS students and teachers (sign-up form on <a href="http://ebtbrooklyn.com">ebtbrooklyn.com</a> web site.	Student lunch periods with selected teachers; after school; Saturday Institute
<b>Science</b>	Regents grade below 65; missing course credit needed for graduation; failing marking period; teacher/grade advisor recommendation; student/parent request	Use of past Regents for multiple choice/short responses; Castle Learning for additional practice and homework assignments; KhanAcademy.org for additional practice; teacher-developed review materials from Jmap.org; Aventa Credit Recovery	Small group; one-on-one; tutoring services by NHS students and teachers (sign-up form on <a href="http://ebtbrooklyn.com">ebtbrooklyn.com</a> web site.	Student lunch periods with selected teachers; after school; Saturday Institute
<b>Social Studies</b>	Regents grade below 65; missing course credit needed for graduation; failing marking period; teacher/grade advisor recommendation; student/parent request	Teacher modeling (read aloud/think aloud); graphic organizers; repeated readings; use of past Regents for reading/multiple-choice/essay practice; use of film; department-developed review sheets for Regents preparation; Aventa Credit Recovery	Small group; one-on-one; tutoring services by NHS students and teachers (sign-up form on <a href="http://ebtbrooklyn.com">ebtbrooklyn.com</a> web site.	Student lunch periods with selected teachers; after school; Saturday Institute
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Recommendation of IEP; teacher, guidance counselor, social worker, psychologist recommendation; parent/student request	Students with an IEP receive specific services as detailed in their respective IEPs. This includes, but is not limited to, test modifications, individual and group counseling, speech therapy, and	The method of delivery for students with an IEP is set forth in the <i>Program Recommendations/Services</i> section of their respective IEPs. Counselors and teachers have access to this information and use it	Services are provided throughout the school day, after school, and on Saturday.

		<p>referrals to outside agencies. Instruction is differentiated (content, product and process) for all students based on individual needs. Our ELLs each have an Achieve3000 account to support their language acquisition.</p>	<p>to help meet the needs of the students. If we are unable to meet the needs of a student at the school, the necessary and appropriate referrals are made. Individual and group counseling services provided by guidance counselors.</p>	
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## Section 7: Title I Program Information

**Directions:**

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**Part 2: All Title I Schools**

**2a. 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.
<p>When staff positions become vacant, Assistant Principals and teachers attend New York City Department of Education (NYCDOE) recruitment fairs and post position availability on electronic bulletin board at Teachers College at Columbia University. APs invite candidates to the school for a tour and to meet other administrators and other teachers, especially teachers who have been recently hired. Staff then discuss candidates and make hiring decision. It is important that candidates are not just highly qualified, but a good match for the culture of the school.</p> <p>APs conduct frequent informal observations, as mandated by the Advance evaluation system. Evaluators send out descriptive emails following soon after the visit, with commendations, areas of growth, and next steps, all utilizing Danielson's Framework for Teaching as a rubric. After this email is sent, the evaluator reviews their comments in a short meeting with the teacher. Then, the official observation report is filled out. A similar process takes place for formal observations.</p> <p>Teachers meet in common-prep meetings on a weekly basis, to discuss curricula, pedagogy and strategies for dealing with challenging situations in the classroom. Experienced teachers serve as mentors (both formal and informal) for newer teachers in the department. In addition, we make available to all teachers class curricula, lesson plans and materials collected and organized by teachers in a central archive.</p>

**2b. 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).
<p>Teachers take part in monthly professional development sessions as a department and individual PD on a regular basis. Using results of informal observations, administrators can see what categories teachers need assistance with, and target professional development in those areas. PD sessions are offered by the CFN, Department of Education, professional organizations and vendors (such as Pearson and Achieve3000). Topics of PD have included effective class management; organizing ideas for essay writing; Universal Design for Learning (UDL); planning around the Common Core; creating CCSS-based unit plans; using Danielson's framework to focus on areas of pedagogy; and using different protocols for analyzing student work. In recent years, EBT has used money from the Expanded Success Initiative (ESI) grant to fund teachers attending professional conferences such as National Conference for Teachers of English (NCTE).</p>

**Part 3: TA Schools Only**

### **3a. Use of Program Resources**

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

### **3b. 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).

## **Part 4: SWP Schools Only**

### **4a. 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.).

### **4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

- Teachers work collaboratively on formative and summative assessments given as part of the curriculum. Summative assessments are standardized across common classes (so all English 9 students take the same final exam, for example). Teachers use old Regents examinations, resources from Castlelearning.com and other external sources to create assessments. Teachers meet in common prep meetings to review results of assessments and plan instruction based on results.
- Teachers perform test item data analyses in order to address student needs and design appropriate subsequent assessments. For example, if students are having difficulty understanding vocabulary through content, future assessments can focus on vocabulary.
- Data analyses can also identify student deficiencies that can be addressed via targeted professional development workshops. For example, teachers can learn how to effectively teach students to make inferences based on a text.
- In-house professional development provided to teachers to understand and utilize the new NYC Periodic Assessment tools.
- Network-led professional development provided to teachers to help them use baseline MOSL assessments in ELA to guide instruction.

### **4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the

consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$770,448.00	X	10, 13, 15, 18, 21
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal	\$11,541.00	X	10, 15, 21
Tax Levy (FSF)	Local	\$5,026,247	X	10, 13, 15, 18

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### 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 the school. **The High School for Enterprise, Business and Technology**, 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 the school and the families. The 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 the school community. **The High School for Enterprise, Business and Technology** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The 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;

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

### **School-Parent Compact (SPC)**

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as 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 promptly reading and responding to all notices received from the school or district;

- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;
- ensure children follow Uniform Policy daily

### **III. Student Responsibilities:**

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



## Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by September 30, 2014.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: <u>98</u> Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>2</u> # of certified ESL/Bilingual teachers: <u>1</u> # of content area teachers: <u>1</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The High School for Enterprise, Business, and Technology uses Title III funds to help students develop their language and academic skills, increase parental support, and provide teachers with ongoing professional development. The Title III fund is also used to provide students with additional educational resources and opportunities.

We design our instructional programs to serve the educational needs of our English Language Learners. The Title III program supplements our core transitional bilingual and free standing ESL program that currently serves 98 students in grades 9-12. Our Transitional Bilingual Education program follows the New York State recommended guidelines: Beginners, 30% English, 70% Spanish; Intermediate, 50% English, 50% Spanish; Advanced, 70% English, 30% Spanish. Our Free Standing ESL program exceeds the state mandates for minutes required per week: Beginners 540 minutes, Intermediate 360 minutes, and Advanced 180 minutes of ESL and 180 minutes of English Language Instruction (ELA). At EBT, we provide Beginners with 675 minutes per week and Intermediates with 470 minutes of ESL instruction. Advanced ELLs receive 225 minutes of ESL instruction and 225 minutes of ELA instruction.

Although our day programs exceed the mandated service time for the ELLs, the diversity of the ELLs subgroups served in our school requires additional support which we plan to offer during the two sessions, fall and spring, of the Saturday Institute. The Saturday classes will address the linguistic and academic needs of newly arrived ELLs recently enrolled in the New York Public schools, long term ELLs struggling to exit the program, students preparing for the mandated Regents, ELLs who fell behind academically, and students with interrupted formal education.

The goals of the Saturday program are three fold; to accelerate language acquisition, to fill in academic gaps and boost academic growth aligned with the common core benchmarks in all content areas, as well as to prepare students for 21st century college and career demands. The Title III program's objectives are to provide guided support and practice for the regents, develop test taking strategies and study skills based on needs assessment and individualized planning, and to expose and involve the ELLs to cultural and civic aspects of our school community, neighborhood, and New York City.

The Saturday Institute will meet each term for eight Saturday sessions from 9:00AM to 12:00PM. The fall Saturday Institute starts on November 7, 2014 and ends on January 16, 2015. In the spring classes will meet on Saturdays starting April 24, 2015 and conclude on June 12, 2015.

The primary focus of the Direct Instruction Supplemental Program is to help students become proficient in core content literacy and in each of the four modalities of language learning: listening, speaking, reading, and writing. By achieving proficiency in each of these modalities, students will be equipped with

## Part B: Direct Instruction Supplemental Program Information

college and career readiness skills.

We offer two courses on Saturdays which help facilitate language acquisition taught by an ESL and a bilingual teacher, both fully licensed and highly qualified.

The first course is Global Studies. It meets every Saturday for the duration of the program (16 weeks) for 90 minutes per session, from 9:00AM to 10:30AM and it is taught by Ms. Montano, certified, Bilingual, Social Studies, and Ms. Goodman who is an ESL licensed teacher.

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

The second course that students take is ESL Community Involvement. For this section of the program students meet for classroom instruction every other Saturday from 10:30 to 12:00pm. The course is taught by the same team of certified teachers as the previous class. The classroom instruction for the Community Involvement class alternates with field trips during which the students enrolled in the course visit local business establishments and speak with business owners, employees and customers. They will try to understand the needs of the businesses and employees, as well as customer preferences. They then will write about their findings and report back to their classmates.

Students work in teams of two to identify businesses in a designated area of Williamsburg/Bushwick, Brooklyn within walking distance of the school (via prior knowledge, Google Earth and/or the Internet).

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

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

In addition to the main focus of the courses mentioned above, time is allotted to address the academic needs of small groups and individual students through direct instruction and web based programs such as Achieve 3000 and Castle Learning.

The curricula for English Language Learners (ELLs) in both the Free Standing and the Transitional

## Part B: Direct Instruction Supplemental Program Information

Bilingual Education Programs are aligned with New York State Standards and Common Core Learning Standards. In order to assist ELLs in demonstrating proficiency of these standards, we need the Direct Instruction Supplemental Program.

For the Saturday Institute, first priority is given to our Beginners and students who did not show growth on the NYSESLAT last spring but based on seat availability the program is opened to the ELLs in all subgroups across all grade levels (9, 10, 11, and 12). Instruction is targeted based on the individual needs of each student.

In addition, students have the opportunity to participate in cultural immersion activities, such as attending performances in person or broadcast into EBT's auditorium and visiting museums throughout New York City, such as the Museum of Modern Art.

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

There are 2 teachers in this program who help ELLs with their acquisition of the English language, one certified bilingual social studies teacher, Spanish native, and an ESL certified teacher. They plan and teach as a team during both sections of the program. There will be one supervisor on site for administrative and instructional support. The supervisor will be paid from the Title III budget since this is the only program scheduled on Saturdays.

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

## Part C: Professional Development

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

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

Begin description here: All the teachers of ELL students in our school will have an increased opportunity to improve their practice, deepen content/subject knowledge and increase their understanding of student needs and strengths.

The two teachers running the Saturday program are members of the ESL/Bilingual department of the

## Part C: Professional Development

EBT High School and are active participants to the professional development opportunities offered on an ongoing basis in our school.

In addition to the workshops and professional development sessions scheduled in school during Chancellor PD days, the Saturday program teachers will take turns to participate to workshops and conferences offered by our network, CFN 611, OELL, NYSABE, that showcase best practices in working with bilingual and ESL students and turnkey to the rest of our faculty during weekly common planning and professional development sessions. The teachers will also continue to be involved in sustained professional development in study groups and department meetings implementing strategies and techniques acquired during webinars offered by the Teaching Channel, Achieve 3000, and PD360.

Monolingual teachers dealing with recently transitioned former ELLs will continue to be trained on issues related to native language and ESL instruction. ESL teachers will continue to receive training on enhancing instruction through the use of technology and teaching ESL through content to develop academic language.

The professional development sessions will be facilitated by Mr. Schrage (Assistant Principal), Ms. Gunther (ESL Coordinator), Ms. Goodman (ESL Teacher) Ms. Montano (Bilingual Global Studies Teacher) , and other faculty members and guests at EBT:

Tentative PD topics in addition to ongoing student data analysis and sharing best practices:

DATE	TOPIC	PROVIDER
9/03	•Citywide Instructional Expectations/ ESL specifics	L Goodman E Gunther
9/12	•S.M.A.R.T. Goals/Organizing for Success	
	•Parental Involvement From the Start	L Goodman E Gunther
9/19	•ELL Compliance Issues	
	•Strategies for Student-Centered Discussion	L Goodman E Gunther
10/03	•Unwrapping the common core <a href="http://www.educationalimpact.info/eiprvws/utcc.html?">http://www.educationalimpact.info/eiprvws/utcc.html?</a>	
		L Goodman E Gunther
10/10	•Student Achievement Goal Setting: Using Data to Improve Teacher Effectiveness and Student Learning	
	•Data Based Instructional planning	
	•NLA/ ELA/ ESL curriculum alignment	L Goodman E Gunther H. Fernandez
10/17	•ELL Periodic Assessment Data ;Item Analysis	

## Part C: Professional Development

- ESL Across Curriculum

- Strategies for Integrating Basic Language Skills with the New Career Readiness Standards

L Goodman E Gunther T Montano F Correa E. Lara

10/24 •The Socratic seminar in the ESL class; L Goodman E Gunther

10/31 •Intervention plan ;Parent outreach

<http://www.achieve3000.com/resources/webinars/gated/39>

Vocabulary & Accountable Talk Best Practices - Kevin Baird L Goodman E Gunther

T Montano F Correa E. Lara

Target ELLs and Instructional Focus for the Saturday Institute

11/14 Formative and Summative Assessments with UDL in mind L Goodman E Gunther

11/21 •Key Principles for ESL Instruction E. Gunther, L Goodman

PBL for the Saturday Institute ; Learning English for and through the community .

12/05 •The challenge of Complex text for ELLs

<https://www.teachingchannel.org/blog/2014/05/09/video-playlist-text-complexity/>

L Goodman E Gunther

12/12 •Precision Reading with Vocabulary Investigation Achieve 3000

L Goodman E Gunther

12/19 •Scaffolding the Argumentative essay

<https://www.teachingchannel.org/blog/2014/05/22/biggest-problem-in-argument-writing/>

L Goodman E Gunther

01/09 •Academic language for Regents prep L Goodman E Gunther

01/16 •Difficulty and Complexity in the Classroom—Doing Both and Saving Time

L Goodman E Gunther

01/23 •Closing the Achievement Gap for English Language Learners

L Goodman E Gunther

02/02 •The Big History Project ; Cross curricular teaching L Goodman E Gunther

**Part C: Professional Development**

T Montano, F Correa E. Lara

02/13 •Neuroscience and the Classroom: Strategies for Maximizing Engagement Potential  
L GoodmanE Gunther

02/27 •Project Based Learning

[http://www.educationalimpact.info/eiprvws/pbl.html?inf\\_contact\\_key=96ab6efef847657d7d4af2a7caf2ed953facc844d6d8e6e6a2f0381c002378ae](http://www.educationalimpact.info/eiprvws/pbl.html?inf_contact_key=96ab6efef847657d7d4af2a7caf2ed953facc844d6d8e6e6a2f0381c002378ae)

L Goodman E Gunther T Montano F Correa E. Lara

03/06 •Student Engagement / Proven online teaching strategies

[http://www.educationalimpact.info/eiprvws/OnlineTeaching.html?inf\\_contact\\_key=f7696150125986e2612d5c1453194b511b8007dbf6d7956c2cc891eeda73acdf](http://www.educationalimpact.info/eiprvws/OnlineTeaching.html?inf_contact_key=f7696150125986e2612d5c1453194b511b8007dbf6d7956c2cc891eeda73acdf)

L Goodman, E Gunther

03/13 •Digital Literacy; Updating the Curriculum ; [www.curriculum21.com](http://www.curriculum21.com)

L Goodman, E Gunther, T Montano, F Correa, E. Lara

03/20 •Planning with the end in mind ;UBD L Goodman, E Gunther

03/27 •Protocol for Assessing Student Work L Goodman, E Gunther

04/17 •Project Based Learning; A strategy for teaching and Learning L GoodmanE Gunther

04/24 •Writing Common Core Learning Tasks UBD Curriculum Framework

( Wiggins& McTighe) L Goodman, E Gunther

05/01 •ELA Regents Test Item Analysis

- Assessing Student Work and planning targeted intervention L Goodman, E Gunther,

T Montano, F Correa ,E. Lara

05/08 •Assessment Targets that align with the Common Core Standards (PD360 Journal 10/10; segment 5) Regents Tasks L Goodman E Gunther

05/15 •Disciplinary Literacy for ELLs (Michael J Kieffer) L Goodman E Gunther

05/22 •Closing the Achievement Gap for ELLs ( Achieve 3000 webinar) L Goodman

E Gunther

05/29 •Reading Strategies ; Close Reading and Reading Response

L Goodman E Gunther

### Part C: Professional Development

06/04	•Strategies for Maximizing Student’s Engagement Potential ( Judy Willis) L Goodman E Gunther
06/11	•Regents Review Strategies L Goodman E Gunther

### Part D: Parental Engagement Activities

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

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

Begin description here: Parents of English Language Learners are involved in our school and we make sure that they feel welcome and empowered. They are included and encouraged to participate in all school wide events organized by and for the parents of EBT. They participate to the PA meetings and take part in the design and implementation of our school educational plan. All documents and letters are translated and at school wide events such as Family Nigt, Open School Night, and award ceremony the school provides translation services, using our translation equipment and multilingual staff members as interpreters..

EBT has an established Parent Association (PA) that meets on a monthly basis and addresses the needs of all parents, including the parents of ELLs. In October, we host an open house for the parents where the parents of ELLs are invited. During the open house, parents participate in a tour, observe classes, and meet the faculty and staff. In addition, parents have the opportunity to accompany their children on the student-led walking tours that are part of the Saturday program. There are also many opportunities for all parents to participate in events such as school performances, and educational field trips such as college visits. In addition, parents are encouraged to help in the planning and supervision of school events.

Additional services offered to the parents of ELLs include the presence of an interpreter at meetings, the translation of letters (in the home language indicated on the HLIS) sent home and the use of the Department of Education translation unit.

In addition, the needs of parents are addressed at school events such as PA meetings and Open School Night/Afternoon. Furthermore, Principal Carillo and his administration maintain an open door policy in order to facilitate effective communication with parents.

Parents are provided with information about resources available to them and their community such as health clinics, immigration services, arts organizations, GED programs, English classes, etc.

The parents of the ELLs participating to the Saturday Institute are invited and encouraged to chaperone

## Part D: Parental Engagement Activities

their children during the trips , observe classes, and meet the EBT faculty and staff.

A new initiative meant to enhance parental engagement and address the needs of ELL parents who don't speak English is LEARN ALONG WITH YOUR CHILD and MY CHILD, MY TEACHER. This activity will meet for three alternative weeks each term. As part of this initiative the ELLs will become the teachers of their parents and help them develop literacy skills as well as help them use community services.

In addition, the parents of the Saturday Institute students will attend a workshop on how to help their children with homework using ACHIEVE 3000. They will also get their own accounts to monitor their children's progress and/or to improve their own English language skills.

### Parent Meetings Timeline

#### Topic 1 : Orientation and overview of program

Rationale: Parents will become familiar with the format and goals of the program. They will fill out a a need survey to serve as a guideline for instructional focus. Parents will be encouraged to make suggestions, and volunteer with their expertise for the Saturday Institute initiative.

#### Parent Meetings Time Line

Date: November 25,2014

Time : 5:00 PM

Name of Provider: Ms Goodman, Ms Uribe

Audience: Parents of participating ELLs to the Saturday Institute.

#### Topic 2: Achieve 3000 Workshop

Rationale: Parents will be introduced to the program as direct participants and as monitors of their children's progress.

Date: December 11, 2014

Time : 12:00 PM

Name of Provider: Anya Denis, Achieve 3000 consultant

Audience: Parents of participating ELLs to the Saturday Institute.

#### Topic 3: Parents as Partners

Rationale: Parents will learn how to monitor and support their children's academic performance through Jupitergrades and organizational skills

Date: April 25,2015

Time: 9-12

Name of Provider: Ms. Goodman, Ms. Uribe

Audience: Parents of participating ELLs to the Saturday Institute.

#### Topic 4: Family and Community Service

Rationale: Parents and students will explore opportunities for community involvement in Bushwick area.

Date: May 30, 2014

Time : 9-12

Name of Provider: Ms. Goodman, Ms. Uribe

Audience: Parents of participating ELLs to the Saturday Institute.

**Part D: Parental Engagement Activities**

\_\_\_\_\_

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>14</b>	Borough <b>Brooklyn</b>	School Number <b>478</b>
School Name <b>The H S for Enterprise, Business &amp; Techn</b>		

### B. Language Allocation Policy Team Composition [i](#) 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 <b>Holger Carillo</b>	Assistant Principal <b>Mitchell Schragger Humanities</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Emanuela Gunther ELL Coordinat</b>	Guidance Counselor <b>Neli Rivera Bil Counselor</b>
Teacher/Subject Area <b>Pamela Canario Bil Soc. ST.</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Lori Goodman ESL Teacher</b>	Parent Coordinator <b>type here</b>
Related Service Provider <b>Robert Dodd SWD Teacher/ISS Ad</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>3</b>	Number of certified NLA/foreign language teachers	<b>3</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

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

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	46	4	1	11	0	1	4	0	0	61
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	12	0	3	11	0	4	32	0	25	55

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>58</b>	<b>4</b>	<b>4</b>	<b>22</b>	<b>0</b>	<b>5</b>	<b>36</b>	<b>0</b>	<b>25</b>	<b>116</b>
Number of ELLs who have an alternate placement paraprofessional: <u>2</u>										

### C. Home Language Breakdown and ELL Programs

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

\*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	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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	
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										11	12	4	7	34
Intermediate(I)										9	20	3	1	33
Advanced (A)										12	11	2	10	35
Total	0	0	0	0	0	0	0	0	0	32	43	9	18	102

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

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

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

**After reviewing and analyzing the assessment data, answer the following:**

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

#### Questionnaire.

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

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

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

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
According to the NYSESLAT data analysis 115 students took all parts of the exam during the spring 2013 session from which 17% scored proficient. (2 in the 9th grade, 11 in the 10th grade, 2 in the 11th grade, and 5 in the 12th grade.) This represents an increase of 82% from the last year and it exceeds the AMAO II target for 2012-2013 of 13.7%.  
For the remaining ELLs, the NYSESLAT and LBR results indicate that the numbers of students scoring at the Beginner, Intermediate and Advanced levels are spread across the grades in a relatively balanced manner with a few remarks; The largest concentration of Intermediate ESL students appears in the 10th grade. There are a large number of 12th graders (38%) who are still at the beginner level, while 42% of the 9th graders are Advanced ESL students.  
These numbers raise questions in terms of curricular and instructional decisions aimed to meet remedial, grade specific, and graduation needs of the assessed students. The students needs will be identified and addressed case by case during common prep conferences. Another evident trend that appears from the data is the relatively large number of SWD; 30% of the total ELL population of which 17 are long term ELLs with YOS between 7-12 years. Most of them show a stagnant growth pattern on the RLAT.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))  
Although the 2013 RNMR (Modality Report) is not available as of 10,15,13, the ESL teachers are considering the subtest scores on the RLAT when making instructional decisions.  
The AMAO results help us target students who didn't show gain for consecutive years and highlight deficient language skills that need to be addressed
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. Comparative data between the TBE vs. ESL programs is not available since we are fully implementing the TBE only as of September 2013. Due to programming restraints students are placed in Bilingual classes by grade priority subjects. The bilingual teachers are assessing the Native/English language proficiency within the class and differentiate instruction according to the CR 154 recommended language distribution.  
In the Free standing ESL program students are programmed based on their English proficiency as described by their NYSESLAT/LAB-R scores and not by grades. In order to support students' grade specific requirements, teachers are conferring with the content area teachers and plan themes and topics that parallel the curricula in the content areas.

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

c. After reflecting upon the effectiveness of data analysis from the Periodic Assessment, our ESL team concluded that this source needs to be more explored in the future for specific practice with the NYSESLAT format, content skills, and test taking strategies.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
N/A:
6. How do you make sure that a child's second language development is considered in instructional decisions?

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

7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

N/A:

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

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

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

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

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

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual

Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

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

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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

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

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

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

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

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

## A. Programming and Scheduling Information

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

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

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

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

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

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

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

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

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

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

The instructional plan for SIFE focuses on intensive English language instruction that teaches both social and academic language. English language instruction is given in a block schedule format to maximize continuous instruction. SIFE students follow a thematically

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

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

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

c. Plan for ELLs in school 4-6 years

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

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

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

e. Plan for former ELLs

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Plan for ELL Special Needs Students

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

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

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

**Courses Taught in Languages Other than English **

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

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

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

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

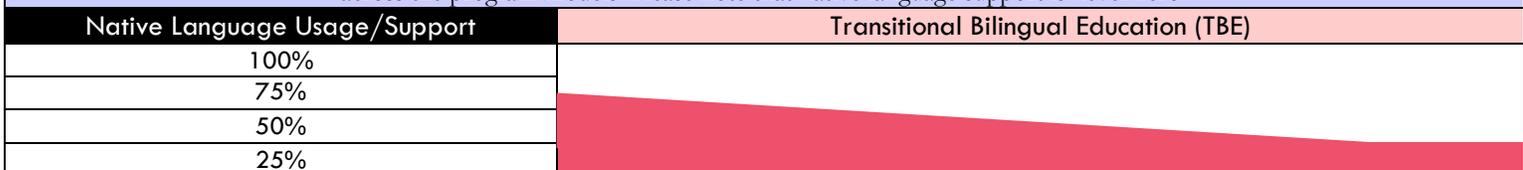
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

**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.



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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

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

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

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

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

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

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

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

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

access to meeting spaces, school periodicals, bulletin board space, etc.

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

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

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

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

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

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

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

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

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

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

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

N/A

## C. Professional Development and Support for School Staff

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

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

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

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

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

### Professional Development Schedule

Month	Topic(s)
September	
9/13	Habits of Mind: Setting the tone and maintaining it
9/20	Diagnostic assessment tools ;NYSESLAT / REGENTS item analysis
9/27	Designing coherent instruction; Planning based on Danielson's framework
October	
10/ 4	Citywide instructional expectations; Instructional shifts
10/11	Teaching students to think : the teaching channel, Learning to think, a foundation for analysis- Scaffolding.
<a href="https://www.teachingchannel.org/videos/teach-students-to-think?utm_campaign=digest&amp;utm_medium=email&amp;utm_source=digest">https://www.teachingchannel.org/videos/teach-students-to-think?utm_campaign=digest&amp;utm_medium=email&amp;utm_source=digest.</a>	
10/18	Implementing Bloom's taxonomy in the ESL classroom
10/25	Universal Design of Learning for the ELLs
November	
11/1	Best practices for teaching higher order skills; Activities promoting critical thinking
11/6	City wide PD workshops TBE; Using Achieve 3000 for interdisciplinary literacy;
11/8	Individual instruction plans for MP2
11/15	Project Based Learning ; Interdisciplinary literacy
11/22	Best practices for achieving high ,rapid reading gains (Marie Carbo wevinar)
December	
12/6	Data based instruction plan with the Regents in mind
12/13	Scaffolding for the Argumentative essay ; Multiple entry points
12/20	Improving attendance strategies
January	
1/3	Where CCLS meet the Regents; review strategies
1/10	Upgrading the curriculum : How to replace dated content, skills and assessment to engage 21st century learners.
What to cut? What to keep? What to create ? Heidi Hayes Jacobs	
1/17	Aligning CCLS to ESL/ELA standards
1/24	UBD unit; analyzing assessment tasks
1/31	Curriculum mapping Revisited ; ELL modifications in Content areas

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

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

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

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

## D. Parental Involvement

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

## E. Additional Information

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

Paste response to question here:

## **Part VI: LAP Assurances**

**School Name:** HS for Enterprose, Business

**School DBN:** k478

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

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

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

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

**Cluster:                              Network: CFN 610**

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

**Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:

<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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