



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

**DRAFT - PENDING SUPERINTENDENT APPROVAL &
NYSED APPROVAL**

DBN: (i.e. 01M001):

32K545

School Name:

EBC HIGH SCHOOL FOR PUBLIC SERVICE

Principal:

SHAWN BROWN

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: EBC High School for Public Service School Number (DBN): 32K545
School Level: High School Grades Served: 9-12
School Address: 1155 Dekalb avenue
Phone Number: 718-542-3440 Fax: 718-452-3603
School Contact Person: Shawn Brown Email Address: SBrown22@schools.nyc.gov
Principal: Shawn Brown
UFT Chapter Leader: Nicole Favard
Parents' Association President: Samary Trinidad
School Leadership Team
Chairperson: Mr. Gerard Henry
Student Representative(s): Shanique Goines, Annie Rivera

District Information

District: 32 Superintendent: Karen Watts
1396 Broadway, Room 110
Superintendent's Office Address: Brooklyn, NY 11221
Superintendent's Email Address: kwatts@schools.nyc.gov
Phone Number: Office: 718 455 4635 Fax: 718 455 4684

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Anthony Conelli
Network Number: 403 Network Leader: Nate Dudley

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 School Comprehensive Educational Plan (SCEP) 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)
Shawn Brown (Principal) or Gerard Henry (Assistant Principal)	*Principal or Designee	
Darnese Olivieri, Paula Balisky, Silvia Luciano, Ms. Natasha Eastmann	*UFT Chapter Leader or Designee	
Daisy Rodriguez	*PA/PTA President or Designated Co-President	
Angela Brown	DC 37 Representative, if applicable	
Shainek Edmunson, Anna Quinones, Julio Lamberg,	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Ms. Asinet Gomez (EL Puente) Donna Whiteford (EBC/IAF)	CBO Representative, if applicable	
Maria Colon	Member/ Parent	
Rosa Avila	Member/ Parent	
Kenya Guerero	Member/ Parent	
	Member/	

	Member/	
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**Signature of constituent only indicates consultation in the development of the SCEP, not approval.

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

The School 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 SCEP 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 School Comprehensive Educational Plan (SCEP) 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	
•	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.
•	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
•	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.
•	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.
•	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
•	Trust: 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 administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

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 SCEP 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:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** 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 4:** 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 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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: SCEP 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 DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

EBC high school for public service is a small public school located in the heart of Bushwick. We serve a large population of ESL students and Special Education students. We provide ICT models of instruction, adhere to Danielson's framework for teaching, and infuse CCLS/NYS standards-aligned instruction throughout our classrooms. The core of our school is our advisory model. We believe that addressing our students' socio-emotional needs will in turn improve their academic standing. Therefore each student is provided an advisor that follows them throughout their high school experience.

Collaboration is another key aspect of our school mission. This school was one of the first small community schools in New York City. It was created as a measure to decrease the rate of violent crimes taking place in the Bushwick community. We collaborate with EBC, AP expansion, EL Puente and CUNY. These organizations support the school goals of improving student growth, parent involvement, safety, success rates for ESL students, and preparing students for college/career readiness. We started a Saturday academy to provide additional support for ESL students. We are also starting a vocational program for Special education students. In short, what makes EBC unique is our ability to connect with the community, work alongside parents, clergy within the community, and collaboratively as a school community.

Our school's mission: Students, staff and parents/guardians will be nurtured in an environment that respects the individual, promotes human potential, develops leaders who act as agents of change, and empowers individuals to compete and thrive in the 21st Century. Each person will be encouraged to make a lifelong commitment to his/her own education and to public service.

As a school we are proud of our ability to work collaboratively as educators, proactively engage parents, and support ESL/Special education students. In 2011, the school was not meeting academic or behavioral standards. Yet, we have made huge gains over the last 3 years. Our strength lies within our unity as educators. We work tirelessly to ensure that all members of the school community have the opportunity to voice their suggestions, thoughts, and/or solutions for improvement. We have improved our school's learning environment survey, progress report, quality review and several other metrics used to assess our effectiveness. Though we have seen much growth, there are still areas that need improvement. A big challenge we face is successfully addressing the wide range of learning within the school. We have classrooms in which beginner level ESL students are being asked to prepare for regents exams. We have a growing population of ESL/Special Education students as well. We also are in need of additional teachers (ESL and Special Education) to support our students that are in need. However, we embrace such challenges as we move forward, keeping the welfare of the individual student close to heart.

We have been investing in professional development and educational software to raise the level of engagement and improve student outcomes. Teachers are working in grade teams and department teams to develop instructional strategies that appropriately meet our students' needs.

32K545 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10,11,12	Total Enrollment	516	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	5	# Music	4	# Drama
# Foreign Language	5	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	88.7%	% Attendance Rate		84.4%
% Free Lunch	89.9%	% Reduced Lunch		3.1%
% Limited English Proficient	19.5%	% Students with Disabilities		19.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		8.8%
% Hispanic or Latino	89.3%	% Asian or Native Hawaiian/Pacific Islander		0.8%
% White	0.4%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.18	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		5.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		9.91
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	44.4%	Mathematics Performance at levels 3 & 4		35.9%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	85.7%	% of 2nd year students who earned 10+ credits		78.1%
% of 3rd year students who earned 10+ credits	75.0%	4 Year Graduation Rate		58.6%
6 Year Graduation Rate	75.3%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			

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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	D
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	E
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

Our school’s strengths within this tenet is 3.4:

The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.

As a school our core belief is that collaboration between all members of the school community brings about the best instructional practices and student outcomes. Because of this we meet via grade teams, ICT (Integrated co-teaching teams), department teams, instructional cabinets, and administrative teams. These teams help to develop a common language regarding how students should learn within our school.

The area that needs improvement is 3.2:

The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.

Because of this we are focusing on several initiatives within the school that will improve this area.

- Teacher lead professional development
- Inter-school visitation

- Network support
- Lead teacher mentoring
- School wide focus on literacy across all contents

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

As a result of teacher teams proactively planning for multiple points of entry into our existing Common Core-aligned curriculum, there will be a 5% increase on the Regents pass rate for our ELLs (English Language Learners) and Special Education students By June 2015

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • 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). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • Regent’s preparation courses – We will be offering regent preparation courses after school, before school, and on the weekends. • Dual Language Immersion program – On Saturdays ESL students will be provided with dual language instruction to support their academic performance when placed in mainstream classes and taking regents exams. • ICT Professional development – Teachers will be trained in various models of ICT and ESL teaching models to enhance pedagogical practices that will in turn improve student outcomes. • Data Analysis – Teachers will assess student work, consider course corrections, and modify curriculum in order to provide entry points for ESL and special education students. • Observations, Co-planning time, and administrative feedback – Various forms of observations and feedback will be provided by administration in order to improve teacher practice and student outcomes. • 6. Assessment Development training – Teachers will be given formal training in assessment development, performance task writing, etc. 	<p>English Language Learners and Special Education students in the 11th and 12th grade</p>	<p>November 2014 – June 2015</p>	<ol style="list-style-type: none"> 1. AP – Will be used to provide feedback, design coherent instruction, model exemplary instruction, design teacher improvement plans for teachers in need or support. 2. Principal – Work in collaboration with assistant principals and lead teacher to ensure that ESL and special education teachers are provided with appropriate professional development based on individual needs of students. 3. ESL teachers- Provide

			<p>modified instructional plans/curriculum for ESL students that are CCLS and NYS aligned with multiple entry points for ESL/Special Education students.</p> <p>4. Bilingual teachers – Provide dual language instruction for student who’s primary language is Spanish or another language.</p> <p>Educational Software – Various applications and educational software will be utilized to engage ESL and Special Education students.</p>

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> 1. Additional regents prep courses after school – All content areas will provide 8 hours of regent’s prep after and before school. 2. Advanced credit bearing courses for incoming students 3. Stand-alone ESL courses based on student academic level. 4. Educational Software – Rosetta stone, educational performance assessments, skedula, 5. Regents preparation text books, bilingual dictionaries, thesaurus, calculators, etc.

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		Title I Basic		Title I 1003(a)		Title IIA	x	Title III	x	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
TL Fair student funding													

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:

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

- Regents prep courses will begin in November 2014 and conclude in May 2015
- On a weekly basis administration will meet with staff members for approximately 1 hour per day to provide profession training on how to make necessary instructional changes.
- Professional development for ESL teachers will happen for approximately 80 minutes per week.
- ESL and Bilingual teachers will provide additional support for ESL and Special Education students 4 hours a week for approximately 15 weeks.

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

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

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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

3. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
4. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	H
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	E

Part 1b. Needs/Areas for Improvement:

5. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
6. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

Our schools’ strength lies within tenet 5.4: All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.

As a school we take great pride in our ability to create a safe, nurturing, learning environment. This is done through our advisory model. Each student has a close relationship with an advisory. Administration also takes on the role of advisory. This is done voluntarily. We meet with the students 4 times a week and also meet with co-advisors once a week to discuss our students. We review transcripts, track attendance, outreach to parents, and address social/emotional challenges that our students may be facing.

Our school’s need for growth lies within this tenet 5.5:

The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.

Though we work tirelessly to address our students’ needs, we need to examine more robust qualitative/relative data and take immediate action based on findings.

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, we will create alternative courses, extra curriculum activities, student council/government groups, clubs, and infuse the use of technology in order to raise the level of student engagement as measured by an increase in favorable student responses to the 2015 NYC School Survey question, *My school offers a wide enough variety of programs, classes, and activities to keep me interested in school.*

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • 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). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Alternative courses – CTE courses, vocational courses, etc. • Student government/council – As a school for public service it is our strong believe that students must participate in all areas of public service to enhance their learning not only academically, but socially/emotionally as well. • Mentoring program for students – Students will be hired as Co-op students to tutor and mentor younger students in need of support. • Arts electives – Creative arts, visual arts, musical arts, etc. • Student clubs – High interests clubs for students (Computer club, study groups, etc.) • 6. DOE licensed vendors that offer services such as (music, sports, dance, arts, fashion, etc.) 	All students	January 2015 – June 2015	1. DOE vendors - 2. AP - 3. Principal – 4. Teachers 5.

Part 4 – Resources Needed

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

- O period and 9th period classes
- Saturday school
- Culminating event
- Teachers Computers
- Various forms of technology
- Per session for teachers
- Parents
- Laptops

1.

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		Title I Basic		Title I 1003(a)		Title IIA	x	Title III	x	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

TL FSF

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:

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

1. The target to evaluate the progress will be based on improved percentages on the school’s forthcoming survey.

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

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

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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

7. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
8. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	E
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	D

Part 1b. Needs/Areas for Improvement:

9. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
10. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

The need that generated this goal was based on the 2014 School Quality Snapshot. Within the snapshot on page 2 it states that the school does a "fair" job at assessing students. The consensus among school constituents is that we'd like to improve this rating from "fair" to "good" as measured by the 2015 NYC School Quality Snapshot.

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the school will lift the level of its school-wide data analysis and assessment practices to ensure that student progress is appropriately tracked and instructional practices are modified based on data as evidenced by a 5% increase in our ELA and math Regents pass-rate according to the 2015 School Quality Guide.

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 targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. 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). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust			
<ul style="list-style-type: none"> School wide assessment calendar Data analysis team Virtual assessments for students Educational assessment software Assessment development Professional development sessions - 	Instructional Staff	September 2014 – June 2015	Principal Assistant Principal Data Specialist Assessment team

Part 4 – Resources Needed

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

- Data analysis specialist
- Assistant Principal
- Principal -
- School Assessment team –
- Laptops and tablets for virtual assessments –
- Per-session for teachers and administration to assess student work.
- Assessment software – Rubicon, schedule, etc.

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 I 1003(a)		Title IIA	X	Title III	X	P/F Set-aside		Grants
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.

During the second week of February 2015 the school’s assessment team will review the effectiveness of the school wide assessment calendar as it relates to improving student outcomes and informing teacher practice.

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

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

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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:		
11.	For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.	
12.	For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.	
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E
Part 1b. Needs/Areas for Improvement:		
13.	Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of <u>D</u> eveloping and <u>I</u> neffective.	
14.	Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.	
The identified need for this goal stems from the school recent scores within Danielson’s framework. The school’s dashboard within ADVANCE indicates that many of our fall within a range of effective or developing. Because of this we have decided to focus this goal around improve teacher practice. Also, we desire to have a school that is instructionally aligned across content areas and grades.		

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 1b, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, there will be an improvement in collective pedagogical effectiveness as evidenced by an increase of 0.5 for Domain 3 components, 3b, 3c, 3d as measured by The Danielson Framework for Teaching and/or increased pedagogical effectiveness in designing Common Core-aligned lessons as measured by a 0.5 increase in component 1e, Designing Coherent Instruction on The Danielson Framework .

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>
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1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change	<i>targeted?</i>	<i>end date?</i>	<i>and overseeing the activity/strategy?</i>
2. 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).			
3. Strategies to increase parent involvement and engagement			
4. Activities that address the Capacity Framework element of Trust			
1. Professional development – Each component of Danielson will be reviewed thoroughly for the entire staff by administration.	All teachers	June 2015	Principal Lead Teacher Assistant Principals
2. Inter-visitations – Teachers will observe one another to identify best practices that can be adapted to their practice.			
3. Video club – This will be used to have teacher review, assess, and modify instructional practices.			
4. Collaborative team meetings – Team meetings will take place on a weekly basis for common planning with ESL and Special education teachers. Departments will also collaboratively develop curriculum that is vertically aligned. Co-teaching with administration – Administrator will model best practices in all content areas.			

Part 4 – Resources Needed

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

1. Monday professional development meetings
2. Teacher team meetings –
3. Professional Development team meetings
4. Lead teacher support meetings
5. Departmental meetings co-lead by teachers and administration –

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		Title I Basic		Title I 1003(a)		Title IIA	x	Title III	x	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
TL FSF													

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:

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

15. September 2014 – June 2015
16. Mid point – February 2015

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

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

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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

17. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

18. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	D

Part 1b. Needs/Areas for Improvement:

19. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

20. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

As a school we ensure that students are able to learn in a safe environment through engaging with parents and students. We need to improve in our ability to use quantitative data to help inform parents and students of next steps for improvement.

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

BY June 2015, there will be a 5% increase in the number of positive responses by parents to questions pertaining to "Systems for Improvement" on the 2015 NYC 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) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
4. Strategies to address the needs of students with disabilities,			

5. 6.	English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust			
	<ul style="list-style-type: none"> School wide professional development for engaging parents Weekly parent meetings Remedial courses for ESL students and Special education students SLT meetings Parent Volunteer program Parent Association conversations around how to improve school. Outreach to incoming students Newsletters to parents 	Parents	December 2014-June 2015	Principal , Assistant Principal, school leadership team, parent association, parent coordinator, guidance department, family workers, secretaries,

Part 4 – Resources Needed

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

Parent coordinator, parent volunteers, co-op students, per session for teachers and administration, materials for newsletters, postage for parents, outreach program for new students, adult education services for parents, EL Puente to reach out to parents within the community,

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		Title I Basic		Title I 1003(a)		Title IIA	x	Title III	x	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

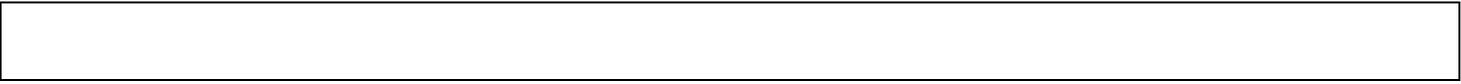
Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 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.

Every month via SLT meeting

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

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



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.)
English Language Arts (ELA)	School data via skedual, ARIS, incoming student reports NYSESLAT scores and MOSL assessments	Close reading, annotation, balanced literacy	Small groups	During the school day Before and after school, during the day and during Saturdays.
Mathematics	School data via skedual, ARIS, incoming student reports NYSESLAT scores, regents scores and mosl assessments	Remedial math groups, ICT classes, Math Basic skills,	Small group – students are selected based upon data	During the school day
Science	School data via skedual, ARIS, incoming student reports NYSESLAT scores, regents scores	Basic science skills courses Regents prep, basic	Small group	During the day, after school, Saturdays
Social Studies	School data via skedual, ARIS, incoming student reports NYSESLAT scores	Regent prep, Test Prep skills courses, ESL courses	Small group	During the day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Student IEP, consultation with parents, guidance department evaluations, initial IEP recommendations.	Group, individual and partner counseling.	Small group	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

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>Towards the end of each school year the instructional cabinet team meets to discuss the instructional needs of the school. One member from each department discusses the strengths, weaknesses, and necessary next steps to improve the instructional fortitude of the department. Our school's data analyst then discusses patterns and trends within the student's assessments. For example: Last year we realized that several of our special education students were having difficulty with basic multiplication, reading comprehension, etc. Because of this we realized that we needed to hire additional special education staff members to supplement the work that was happening in our ICT classrooms. We also decided to augment some of the ICT classrooms and create self-contained models for students that were in severe need. We then began to reach out to Teach For America and the Teaching Fellow Program. We had six members of that program teach during our summer school session. During this process each teacher is paired with a veteran teacher. The administrative staff then plans lessons with the teacher, performs mock observations, and provides the teachers with feedback on how to improve their pedagogy. This gives us a realistic example of how the teacher that we are interested in hiring works with our population over a two month period. After summer school is finished, the teachers are formally interviewed. The teachers that perform the best out of the group are hired for the fall semester. The veteran teacher then becomes their mentor for the following school year. This process has helped us in hiring highly qualified teachers that understand the unique needs of our student population.</p> <p>As a school we believe in providing teachers will multiple entry points for professional development. I believe that this is why we have such a low teacher turnover rate within our school. Teachers are provided with professional development via network personnel, collaborative team meetings, faculty meetings, administration, our learning buddy program, lead teachers, instructional leads, mentoring program, etc. Teachers are given objective factual feedback that is only used to support teachers, not punitively.</p> <p>Strategies for recruitment – As a school we believe in recruiting the best talent for our students we have several students in need of ELL and special education services. Therefore we attend all teacher fairs during the school year and over the summer. We have a partnership with Teach for America and the NYC Teaching Fellows program. Both programs send teachers to our school to work with our students. During this time we are able to train and evaluate teachers. After the summer courses are completed we then select the best candidates for the positions that we have available.</p> <p>Strategies for retention – As a school we believe in supporting veteran teachers. The veteran teachers in our school are provided with several forms of professional development. We do this in order to ensure that all teachers regardless of how long they have been teaching are given the opportunity to grow in current and learn new teaching strategies. We provide professional development through peer groups via the school's network, grade teams, department teams, lab site classroom, the school's lead teacher, and also through frequent cycles of observations from administration.</p> <p>Assignments – We assign teachers to courses in which they have shown proficiency. The level of proficiency is evaluated</p>

through student outcomes. We evaluate state, local exams and make decisions based on these quantitative measures. We also assign each new teacher a mentor for the entire year. Each new teacher also meets with administration each week to create lesson plans, unit plans, review observation notes, etc. The school also provides support for teachers via the school's lead teacher. During the summer the school's instructional lead team meets to discuss the best assignments for all teachers.

The school presently uses the HOUSSE program to assist teacher with becoming highly qualified. Through network support several teachers that have been assessed and documented as not being highly qualified. After this process has taken place

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We have referred several teachers to this program. Below is a brief description of how the program assists teachers. This description was cited from the program's web page.

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

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

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

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

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

Encouraged off-site Professional Development. Administration and Lead Teacher; consistently send out PD invitations to staff as they become available. Staff are encouraged to attend and when funding allows, administration covers registration, travel, lodging, etc.

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).

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

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

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.

As a school we believe that decisions regarding assessments are made best collaboratively. We have weekly meetings to discuss what assessments are being used for our students and how to administer these assessments to our students. The school's testing coordinator and data specialist works collaboratively with the heads of each department. Based on their decisions, we then have cabinet meetings to identify what assessments were discussed. We then speak with the school's UFT leader and finalize our decision. We set aside time at the beginning, middle, and end of the school year to provide in depth training around assessments. The training is provided by the school's lead teacher, testing coordinator, and data specialist. At a grade team level we discuss instructional practices and shifts in practice that needs to take place based on assessment data.

5. Lead Teachers
6. Department heads
7. Co-teachers
8. SLT meetings
9. Assessment Team
10. Data Analysis

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 codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) 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 consolidated². **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,	Funding Amount: Indicate the amount	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes
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	State or Local)	contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	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	455,326	X	15
Title I School Improvement 1003(a)	Federal	0		
Title I Priority and Focus School Improvement Funds	Federal	115,263	X	11,12, 18, 20
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,780	X	11,12, 18, 23
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,122,781	X	11,12, 15, 20, 23, 25

¹Explanation/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:

5. 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.
6. 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.

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

7. **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).

8. **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.
9. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
10. **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.
11. **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.
12. **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:

13. **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.
14. **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.
15. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
16. **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 9: 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 SCEP 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.

-
- **Here at EBC we believe that the cornerstone of success academically/socially-emotionally is our relationship with parents and the community. The purpose of this policy is to create a learning environment that is conducive to learning and values the perspective of parents within the school. As a school community we believe that we are in full compliance with various policy regarding parent involvement (Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act. We have created several venues to ensure that there is clear, reciprocal communication between parents, students, staff, and administration here at EBC high school. As a school we believe in collaborative decision making at all levels. This includes seeking advice and guidance from our community of parents. We have created several entry points for all parents to participate in decision-making (SLT meetings, Academic advisement, PTA/PA meetings, budget meetings with parents, etc.). Listed below are strategies and activities that we have created to support students in need of additional support academically/socially:**
 - **Parent meetings have been scheduled by grade level. These meetings will provide parents and students with additional resources to improve their academic standings. This will take place every semester.**
 - **Students and parents will be provided with academic trackers, credit accumulation calculators that will give them a clear understanding of their present academic standings.**
 - **Provide parents with alternative learning facilities for students in need of these services.**
 - **Our school's Data Specialist (Ms. Cotto) will provide informative workshops regarding federal and state standards**
 - **School staff will be provided with professional development sessions dedicated to dealing with students with social**
 - **emotional challenges via the guidance team. The program will be facilitated by Ms. Rivera (Guidance Department Head).**
 - **engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;**
 - **ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;**
 - **support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills; 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; Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a**

dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, CCLS, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;
- Our school will further encourage school-level parental involvement by:
- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents encouraging other 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 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;
- !
- EAST BUSHWICK HIGH SCHOOL-PARENT COMPACT
- REQUIRED OF ALL SCHOOLS
- MAY BE LAST YEARS BUT MUST BE UPDATED
-
- Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.
- School Responsibilities
-
- Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:
- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;

- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;
-
- Support home-school relationships and improve communication by:
- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;
-
- Provide parents reasonable access to staff by:
- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;
-
-
- Provide general support to parents by:
- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;
-
- Parent/Guardian Responsibilities:
-
- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 32	Borough Brooklyn	School Number 545
School Name EBC Bushwick High School		

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 Shawn Brown	Assistant Principal Latasha Gray
Coach type here	Coach type here
ESL Teacher Robert Lombardi	Guidance Counselor Rosaline Rivera
Teacher/Subject Area Alan Gamboa	Parent type here
Teacher/Subject Area type here	Parent Coordinator Samary Trinidad
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	511	Total number of ELLs	92	ELLs as share of total student population (%)	18.00%
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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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	92	Newcomers (ELLs receiving service 0-3 years)	34	ELL Students with Disabilities	23
SIFE	28	ELLs receiving service 4-6 years	15	Long-Term (completed 6+ years)	43

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										0
Dual Language										0
ESL	33	18	6	16	6	2	43	4	15	92

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	
Total	33	18	6	16	6	2	43	4	15	92
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										30	28	21	11	90
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other												1	1	2
TOTAL	0	30	28	22	12	92								

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)										7	11	5	1	24
Intermediate(I)										10	8	7	3	28
Advanced (A)										13	9	10	8	40
Total	0	30	28	22	12	92								

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I										4	8	5	1
	A										10	6	5	5
	P										12	6	10	6
READING/ WRITING	B										9	12	2	1
	I										10	10	14	6
	A										11	6	6	5
	P										0	0	0	0

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	52	18	0		70
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	40		34		7		0		81
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	25		43		6		0		74

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	16		6	
Integrated Algebra	56		14	
Geometry	1		1	
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	48		10	
Physics				
Global History and Geography	30		13	
US History and Government	15		8	
Foreign Language	2		2	
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- 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.
Our school does not assess early literacy skills. Acuity is used for all students including ELLs. The data shows us that our ELLs have low literacy. in English and Spanish This information helped inform us about what we needed to add to our ESL programs and support this year. Specifically, Rosetta Stone and Dragon Speak are being used this year as additional supports for our ELLs for language

development and basic literacy skills.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data has revealed that many of our long-term ELLs continue to test at the intermediate level on the NYSESLAT. Many of our students plateau at the intermediate and advanced levels of proficiency. Regents data also support these findings. The LAB-R shows us that an increasing number of students are new arrivals in the country with little prior knowledge of the English language.
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](#))
Long-term ELLs mostly test at the proficient level in Speaking/Listening and intermediate level for reading and writing. The school has restructured its ESL program in order to best meet the needs of these students by focusing on improving literacy skills, specifically using nonfiction texts in social studies for the production of written performance tasks. These ESL classes also serve as a Global History Regents prep, as historically this has been an exam our ELLs have had difficulty passing.
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. The pattern across proficiencies and grades reveals that our ELLs need targeted assistance in reading and writing and the CTT model is not supporting these students in that way. ELLs across the school are not faring well in either English or home language tests. This seems to be due to low literacy levels in both their first and second language as well as background knowledge deficiencies.

b. The school gave the ELL Periodic Assessment last year and will do so this year.

c. ELL periodic assesment data show that ELLs continue struggle with comprehension of nonfiction texts in English. To this end, there has been an increased emphasis on reading historical texts in ESL classes as a way of both improving literacy and content knowledge. In some cases, a pullout model is used, and students are presented with native language texts with the goal of improving literacy in English and Spanish..
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?
At this time, the school does not have a formalized system for evaluating the ELL programs. The school tracks Regents passing rates and credit accumulation for its ELLs. In Professional Developments there has been an increased emphasis on inter-disciplinary instruction with an emphasis on literacy and English language development in all subject areas. It is expected that all teachers presents students with new vocabulary and give them oppourtunities for written work in every content area.
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.).
No evaluation is process is formalized. Regents scores, NYSESLAT scores, and credit accumulation are used in programming and prioritizing of placement of ELL teachers in co-teaching environments. Each grade of ELL programming is evaluated and specific instructional models are implemented depending on student need.

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](#).)

When a student enters EBC Bushwick and is identified by the pupil personnel secretary as a new entrant to NYC schools and who might be an ELL, the family is referred to Ms. Trinidad, the parent coordinator, and Mr. Lombardi, the ESL teacher, to conduct the HLIS and interview. Based on the responses to the HLIS and oral interview, new entrants are LAB-R tested by Mr. Lombardi. Based on LAB-R scores, new students are scheduled for the appropriate ESL class(es). The NYSESLAT is given each spring by the two licensed ESL teachers, Mr. Lombardi and Mr. Gamboa. All entitled ELLs are administered the NYSESLAT as per the NYSED guidelines.

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.
The ESL teachers, Mr. Lombardi and Mr. Gamboa, along with the Parent Coordinator, Ms. Trinidad, hold the ELL Orientation Meeting using the EPIC materials and video in Spanish and other languages needed at the beginning of the school year. Students are made aware of this information session and letters are sent home to parents. In meeting with the parents, it is made clear the school does not offer a bilingual program, but rather an ESL program. Parents are made aware of the challenges their children might face in such a program and are then allowed to select which services they desire.
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 [\[see tool kit\]](#).)
Entitlement letters and Parent Selection Survey are mailed as well as sent home with ELL students. All letters and selection surveys are provided in both English and the home language. Follow-up is made by the parent coordinator Ms. Trinidad and the ESL teacher Mr. Gamboa who are bilingual and support Spanish speaking families with this selection process. Parents of students that do not return forms will receive phone calls and letters at home until they do so.
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.
Scheduling of ELLs is made in consultation of the guidance counselor, Ms. Rivera, and ESL teachers. The LAB-R results and students' needs are taken in account and reviewed and the student is programmed accordingly as per NYSED ELL regulations. Our school does not offer a bilingual program, in the rare instance that a parent requests this, we can refer them to the few schools that do offer one.
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.
The two ESL instructors, Mr. Gamboa and Mr. Lombardi, divide the testing up, with Mr. Gamboa testing the ninth and tenth graders and Mr. Lombardi testing the eleventh and twelfth graders. All protocols and procedures are followed in administering each portion of the test. A test date is selected for each grade to be given the listening, reading, and writing portions. Make up days are held for those who miss their grade testing day. Students are pulled out during the allotted testing time to complete the speaking portion of the test individually.
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. 
Parents continue to overwhelmingly choose the ESL program at a rate of over 90%. It is explained that the small number of students and even smaller number of students requesting TBE, do not allow for a TBE program. Given the option of transferring to a school farther away that does have a TBE program, or staying at EBC in an ESL program, overwhelmingly parents choose to keep their students at EBC.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a. At EBC Bushwick the organizational models used for ESL are (1) self-contained/free-standing and (2) push-in/co-teaching. Depending on student need, pull-out is often utilized, especially for newcomers where they can receive more individualized instruction as well as native language support.
 - b. Self-contained are ungraded and generally heterogeneous by proficiency level; and push-in classes mostly graded and also generally heterogeneous by proficiency. When programming allows, more homogenous classes are created. This is also the case when pull-out is appropriate and possible.

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)?

The NYSESLAT and LAB-R proficiency levels are used to program students in ESL and content classes that are co-taught. Beginner Level ELLs are provided with three class periods/per day totaling and exceeding the CR Part 154 mandates; Intermediate Level ELLs are provided with two class periods/per day; and Advanced Level ELLs provided with one ESL period and one ELA class as per the mandates. An extra, 9th period, class was created to ensure that all ELL students were able to receive their mandated number of minutes. The CTT classes also facilitate that students receive the required number of minutes each day. Two ESL teachers deliver ten ESL classes each day. Six of these are CTT and four of them are stand alone.

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.

ELA and social studies (Global/US History) are co-taught: ESL and content teachers working together to deliver instruction utilizing all CTT models. Math and science content areas do not have specific instructional approaches for supporting the ELLs; many of the school's science teachers are Spanish speaking and support the Spanish-speaking ELLs by translating and explaining difficult content in the students' native language. Last year because of the number of Intermediate ELLs, their English 7-8 was taught as a stand alone ESL class This year (2013-2014) Senior Intermediate ELLs are given, in addition to a stand alone ELL/ English 7-8, a support class specifically for English 7-8. In all classes with an ESL teacher, a pull-out model is used when the classroom instruction would be incomprehensible to the students, especially the low beginners. Alternative assignments and assessments are then implemented.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Students have taken the Spanish Regents exam in previous years. Passing has been 100%.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Both ESL instructors have ongoing assessment of all the skills (Listening, Speaking, Reading, Writing) incorporated into their lesson plans for their stand-alone classes and they make assessments of the other students in the CTT classes. Schoolwide, periodic, assessments are also utilized, though they typically only evaluate reading and writing, except for the case of the periodic NYSESLAT assessment administered early in the fall term. Students are also assessed individually in listening and speaking by their respective ESL teachers.
6. How do you differentiate instruction for ELL subgroups?
- Describe your instructional plan for SIFE.
 - Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - Describe your plan for ELLs receiving service 4 to 6 years.
 - Describe your plan for long-term ELLs (completed 6+ years).
 - Describe your plan for former ELLs (in years 1 and 2 after testing proficient).
- a. Instruction is differentiated for SIFE students specifically in literacy. SIFE students are assessed in literacy and provided with the appropriate level of reading materials. When SIFE students are classified as SPED, they receive a bilingual paraprofessional as mandated.
- b. Newcomers are supported with Rosetta Stone. The school ordered this program, and is using it. They are also supported by a 9th period class which is taught at a newcomer level. As many of the teachers in the school are bilingual, they are also given native language support when it is appropriate.
- c. Students who have been in ESL for 4-6 years are individually assessed and provided with native language support through the use of glossaries and translated content materials as well as with modified literacy materials.
- d. Long-term ELLs are the largest group of ELLs in the school and are given support through the co-teaching model.
- e. Former ELLs are identified by ESL teachers and this information is shared with General Ed teachers. If the former ELL is not in a CTT class then the Gen ED teacher is made aware. Former ELLs are also allowed to take an ESL class if they desire it, and when taking Regents exams they are tested with current ELLs and given time and a half as per the regulations.
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?
ELLs-SWDs are supported by computer-assisted program (Rosetta Stone) This program assists students who have oral language proficiency and is assisted by technology in their reading and writing skills. These students are also enrolled, when appropriate, in the 9th period basic English class which utilizes, among other things, the Milestones series of textbooks and workbooks that are tailored to their specific English proficiency.
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?
ELLs-SWDs are being scheduled first so that their programs are the most flexible. Three of them are assigned bilingual paras. When possible, they are in mainstream classes that are CTT taught with either a SPED or ELL co-instructor. The ELL department and the SPED department share an office suite and frequently collaborate and are partnered together for professional development.

Courses Taught in Languages Other than English

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

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

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

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

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

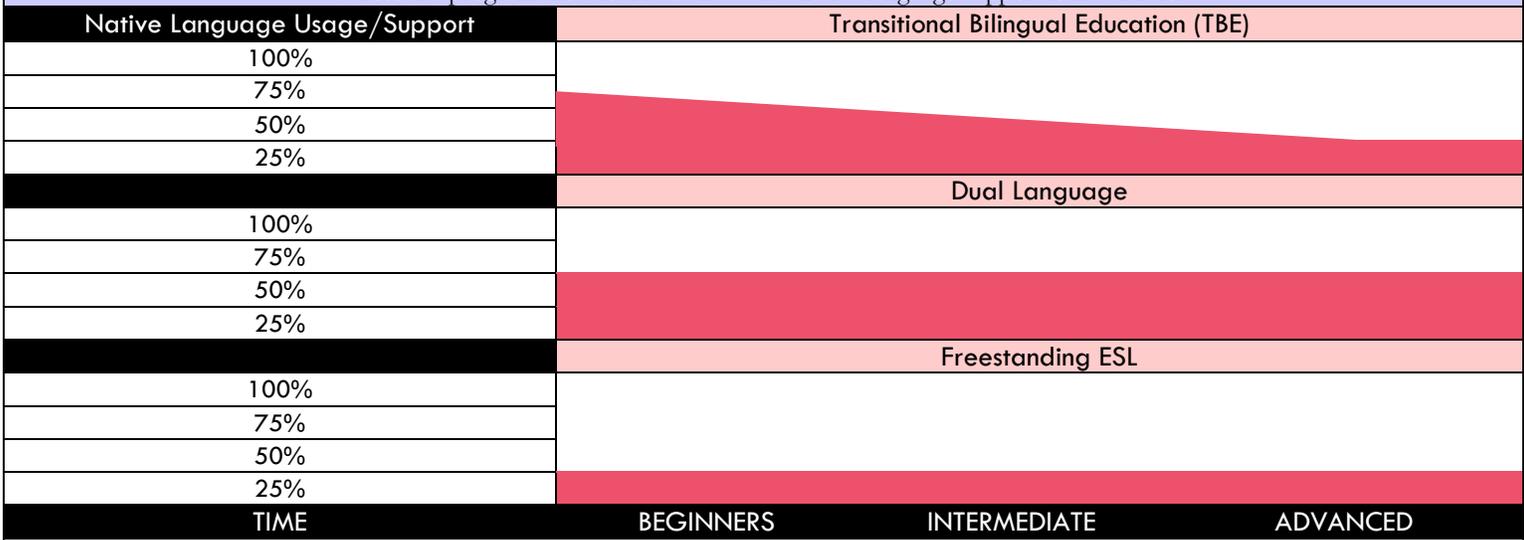
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- ELA and social studies are co-taught by ESL and content area teachers. Literacy interventions include Rosetta Stone and leveled texts for SIFE students. 12th grade intermediate ELLs have been given an additional support class. Newcomers are one of only two or three groups in the school that receive an extra, 9th, period in basic English instruction. Longterm ELLs receive the benefit of having an ESL teacher in their ELA class.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The current program with a staff of only 2 ESL instructors provides language and literacy support across the grades in both ELA and Social Studies with each grade. The staff has been given professional development on how to identify ELLs and their specific histories using programs like ARIS. Due to the high and growing population of ELLs in our school, awareness of ELLs and ELL instructional techniques is high among the staff.
11. What new programs or improvements will be considered for the upcoming school year?
- No programs or services are being discontinued.
12. What programs/services for ELLs will be discontinued and why?
- ELLs are afforded equal access to all after-school and Regents tutoring programs. ELLs are offered specific after school tutoring to meet their individual learning needs, such as Global Regents Prep for ELLs who have failed the Global Regents and who are at the Intermediate and Advanced levels of proficiency.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all after-school and Regents tutoring programs. ELLs are offered specific after school tutoring to meet their individual learning needs, such as Global Regents Prep for ELLs who have failed the Global Regents and who are at the Intermediate and Advanced levels of proficiency. ELLs are well represented on our school sports teams and clubs and former ELLs frequently dominate the top of the honor roll. Given the high number of ELLs in the school as well as the high percentage of bilingualism amongst non-ELLs, a strong cultural divide does not exist and ELLs are very well integrated into the academic and social life of the school.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Rosetta Stone and Dragon Speaking are two new computer-based resources added last year. The ESL program utilizes a range of textbooks and materials to support their diverse learner needs. These include, but are not limited to, leveled Milestones ESL textbooks, level reading libraries, Spanish language history textbooks, as well as graded-level independent reading books which are implemented through a schoolwide support of independent reading.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Bilingual glossaries and dictionaries as well as bilingual content materials are used to support students' native language and content learning. Spanish-language history textbooks are used to supplement social studies instruction.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All materials used by the school are age-and grade-appropriate for ELLs on all proficiency levels. A wealth of historical, nonfiction, leveled, texts are available and utilized. The Rosetta Stone program adjusts to the individual level of every, single, student that uses it.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- All newly enrolled students are offered a Bridge Summer Program during the week prior to the start of school. Their program aims to support these new ELLs in transition to high school. Students that request additional support can be referred to the community organization El Puente with whom we have a strong connection, including a former student who works in the building two days a week. El Puente also offers a variety of afterschool activities, including ESL instruction, to which we can refer our students. The homogenous culture of the school, in which at least 80% of our students speak Spanish, ensures that ELLs do not experience isolation or alienation, and are able to participate in any school activity that they choose. Historically, the school reaches out
18. What language electives are offered to ELLs?
- Spanish language electives are offered at the school.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

- 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. All staff, both ESL and otherwise, attends PD on CCLS and ELLs monthly, January 2012-May 2012. Each session is three hours and is provided by the school's network. ELL staff also attends PD on supporting ELL/SWD which is provided by central OELL. Grade team meetings meet twice a week, and place an emphasis on analyzing student data, including that of ELLs. Staff meetings on the 1st and 3rd Mondays of each month provide further opportunities for professional development.

2. The ELL department has received PD in Common Core Learning Standards. Grade team meetings have been focused on the Danielson Rubric. Videos and interclass visitations allow teachers to see what is effective and ineffective instruction, and have aided us in aligning our curriculum to the Common Core.

3. PD on how to support incoming 9th grade ELLs is being developed by the 9th grade instructional team. The 9th grade Guidance Counselor, Ms. River, is bilingual and frequently reaches out to ELLs as well as assists with programming to ensure that ELLs have a smooth transition and are receiving the appropriate services and supports in and out of the classroom.

4. Schoolwide PD for ELLs/Jose P. is being developed for June's Chancellor Day 2014. The ELL department will be working in conjunction with the SPED department to create a program in line with Jose P. that will inform staff on instructional methods and techniques to assist ELLs of every subgroup.

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. EBC parents are involved in computer literacy, four nights a week, and ESL, two nights a week, classes in the evening. The school also has a book club for parents once a week. PTA monthly meetings are held on Saturdays. Parents are provided translation and interpretation with Spanish by Spanish-speaking bilingual parent coordinator and other staff. ELL parent participation in the Orientation meeting and parent teacher conferences is generally high. Bilingual ESL teacher Mr. Gamboa makes frequent phone calls home to discuss student progress with the parents.
 2. EBC partners with El Puente CBO which supports parents with their diverse needs such as immigration, social service needs, English instruction, etc. El Puente refers families to other agencies when needed.
 3. At intake, each family of a new student is interviewed and their needs assessed. Each year, the parent coordinator surveys the families regarding their needs and interests. Bilingual guidance counselors and the bilingual parent coordinator are in very frequent contact with the parents and relay their needs, when the ELL department itself is not in direct communication with them.
 4. All programs at EBC are developed based on the parent interviews and surveys. The school's guidance counselors and parent coordinator support the parents and students. Often, referrals are made to the guidance counselors and the school's CBO based on the work of the parent coordinator at the beginning of the year and throughout the year. In addition, the parent coordinator brings to the ELL department's attention any issues that arise as a result of parent meetings. Historically, the primary concern of ELL parents is that their children attend school in a safe environment where their culture is supported and respected. Our low incidence of bullying and fighting, and deep integration of ELLs into student life, more than satisfy their concerns

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.

N/A

Part VI: LAP Assurances

School Name: EBC High School Bushwick

School DBN: 32K545

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Shawn Brown	Principal		1/17/14
Latasha Gray	Assistant Principal		1/17/14
	Parent Coordinator		1/17/14
Robert Lombardi	ESL Teacher		1/17/14
N/A	Parent		1/17/14
Alan Gamboa	Teacher/Subject Area		1/17/14
Robert Lombardi	Teacher/Subject Area		1/17/14
N/A	Coach		1/17/14
N/A	Coach		1/17/14
Rosaline Rivera	Guidance Counselor		1/17/14
Carmen Mercado	Network Leader		1/17/14
	Other _____		1/17/14

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 32k545 School Name: EBC Bushwick High School

Cluster: 2 Network: _____

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

Part A: Needs Assessment Findings

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

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

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

The vast majority of the school community requires Spanish language oral interpretation and written translation. For the other home language groups of which there are none at present, the school uses the NYC DOE's translation and interpretation services. All Spanish written/oral translation interpretation is done by the staff of the school including the parent coordinator

Part B: Strategies and Activities

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

The school translates all written itmes that go out in Spanish

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

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

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

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

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



Department of English Language Learners and Student Support

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 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

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 October 31, 2014.

Part A: School Information	
Name of School: EBC High School	DBN: 32K545
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: 100
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: 4
of certified ESL/Bilingual teachers: 1
of content area teachers: 3

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: -Our Title III program's primary focus is to provide ESL students with the strategies they need to meet the literacy standards across content areas. Our NYSELAT data indicates that our Ells are deficient in vocabulary identification and reading comprehension. Our subgroups include our SIFE students, Longterm ELLs, Beginners, Intermediate and Advance students.

Total amount of ESL Students : 99

35 Longterm

35 SIFE

47 Beginners

32 Intermediate

20 Advanced

The program will run for 23 Saturdays from 9am - 12pm beginning November 1st , 2014 and ending on June 13th, 2015 and will continue in 2015-2016.

Calendar dates

Nov. 1st , 8, 15, and 22

December 6, 13, and 20

Jan. 10 and 24

Feb. 7 and 28

March 7, 14, 21 and 28

April 18 and 25

May 2nd, 9, 16, and 30

June 6 and 13

Instructions will be delivered in English, however both content and ESL teachers are bilingual. They are fluent in our students' native language. We have one Social Studies teacher and one ESL teacher for the students. The parent will have one certified Computer teacher and one certified Social Studies teacher

Part B: Direct Instruction Supplemental Program Information

for their classes. The program will continue to provide both parents and students with the tools and strategies they will need to succeed and increase students' academic performance. For cost of two teachers Saturday Academy for Literacy 3hours X 23 sturdays X 2 teachers = 138 hours

Teachers

Ms. Moreno - ESL Certified

Ms. Garcia - Content Certified

Ms. Balisky- Computer Teacher

Ms. Luciano - Content Certified

Student academic performance will be enhanced in the following ways:

- This year we have decided to focus our Title III monies to fund our Saturday Academy for Literarcy. We intend to provide these students with various ESL strategies and SIOP methodologies to strengthen their literacy skills with a focus on Social Studies. We will be teaching reading and vocabulary strategies using Social Studies as the focus content area. Instructions will be aligned to the common core standards Shift 6 which focus on the following :

1. Balancing Informational and Literary Text
2. Building Knowledge in the Disciplines
3. Staircase of Complexity
4. Text-based Answers
5. Writing from Sources
6. Academic Vocabulary

We will be teaching specific reading comprehension and vocabulary strategies geared towards increasing students' literacy skills Additionally, their parents will receive two workshops focusing on parent strategies to support literacy in the home while instructing parents in basic language acquisition, reading, writing, speaking and computer literacy skills, as well as, exploring the Social Studies curriculum.

Materials : Rosetta Stone Program, General supplies, and SIOP Books .

Part C: Professional Development

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:

The Title III teachers during the school year, we provide SIOP training for both teachers. Mrs. Garcia-Content and Ms. Moreno - ESL

Our Assistant Principal, Mr. Henry, who attended SIOP Coaching classes, will work with both the ESL and Social Studies teachers in the implementation of SIOP strategies in the classroom. Teachers will meet twice a month for one hour bi-weekly from 3-4pm. Twenty-seven hours have been put aside in the budget for professional development. Hence, teachers will meet for 14 sessions beginning on October 30, 2014 and ending on May 14, 2015. Other PD will also be provided to the Title III teachers during 2015-16. Professional Development will be focused on the following:

Differentiated Instruction: Framework for planning and delivering effective differential lesson instruction.

1. Content objectives
2. Language objectives
3. Appropriate content concepts
4. Supplementary materials
5. Adaptation of content to all levels of proficiency
6. Meaningful activities that integrate lesson concepts

(SIOP) STRATEGIES

Content Objective

Specific Standard based topic

Language Objective

Supports language development

with Reading (R), Writing (WR),

Listening (L), and Speaking(S)

METACOGNITIVE STRATEGIES

Part C: Professional Development

✓ Matching thinking and problem-solving to particular learning situations

✓ Clarifying purposes for learning

✓ Monitoring one's own comprehension through self-questioning

✓ Taking corrective action if understanding fails

COGNITIVE STRATEGIES

✓ Previewing a story prior to reading

✓ Establishing a purpose for reading

✓ Taking notes during a lecture

✓ Using Thinking Maps

SOCIAL/AFFECTIVE STRATEGIES

✓ Interacting with others to clarify a confusing point

✓ Participating in group discussions

✓ Participating in cooperative learning groups to solve a problem

MNEMONICS (Memory system using acronyms)

Examples to help students remember how to spell challenging words:

✓ Because: Big Elephants Can Always Understand Small Elephants

✓ Necessary: Not Every Cat Eats Sardines (Some Are Really Yummy)

✓ Ocean: Only Cats' Eyes Are Narrow

COMPREHENSION STRATEGIES

✓ Prediction

✓ Self-questioning

✓ Monitoring

✓ Determining importance

✓ Summarizing

ACTIVITIES

✓ Contextualizing Key Vocabulary (Read w/students; explain words)

Part C: Professional Development

√ Personal Dictionaries

√ Word Wall

√ THINKING MAPS

√ Cloze Sentences

√ List—Group—Label

√ Word Study Books

√ Vocabulary Games

TECHNIQUES TO MAKE CONTENT CONCEPTS CLEAR

√ Use gestures, body language, pictures & objects to accompany speech

√ Provide model of a process task, or assignment

√ Allow alternative forms for expressing their understanding

√ Use multimedia and other technologies in lessons

√ Provide repeated exposures to words, concepts, and skill

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: The ELL parents will receive four workshops focused on computer literacy skills and Exploration of the Social Studies Curriculum. All materials will be translated into the native language of parents (in this case Spanish), as well as one of the teacher is fluent in parents native language.

Teachers

Ms. Balisky - Computers

Ms. Luciano - Curriculum Exploration

Part D: Parental Engagement Activities

Dates and Time

December 20, 2014- Computer literacy and Exploring the Social Studies Curriculum - Session 1 (Global Studies 1&2) 9am -12pm

January 17, 2015- Computer Literacy and Exploring the Social Studies Curriculum - Session 2 (Global Studies 3&4) 9am -12pm

March 21, 2015 - Computer Literacy and Exploring the Social Studies Curriculum - Session 3 (United States History) 9am - 12pm

April 18, 2015 - Computer Literacy and Exploring the Social Studies Curriculum - Session 4 (Government and Economics)

The purpose of our parent workshops is to make parents aware of the literacy skills needed by their children in order to be successful learners. There will be a focus on the Social Studies curriculum since Social Studies data shows that our ESL students are not passing the regents due to poor writing and reading comprehension skills. In reviewing their Regents essays, most students scored either a level one or two. Our goal is to ensure that the parents become aware of the literacy skills needed by their children in order to become successful in High School and graduate within four years.

The second part of our Professional development focuses on building computer literacy with our parents. Parent will be taught how to use technology more efficiently to assist their children in the learning process and to gain a better understanding of the requirements for graduation as evidenced by the implementation of strategies learned through their ESL classes such as how to read a transcript and what is the best environment for doing homework or reading at home.

Cost of two teachers for parent program 3hours X 4 Sessions X 2 teachers = 24 hours

Computer literacy classes will focus on the following :

1. Basic computer skills
2. Parents will create email accounts
3. Learn how to access and use Skedula - School based online student progress system
4. Parents will learn how to use online literacy resources to assist their child at home
5. Parents will be taught how to use Castle learning
6. Parents will learn how to navigate the DOE website to access information and resources
7. Parents will learn how to navigate the EngageNY website and access resources to better understand the demands of the CCLS

Continued intensive parental workshops for our ELL Parents will continue in 2015-2016.

Part E: Budget

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

Allocation Amount: \$ _____

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