

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

14K478

School Name:

THE HIGH SCHOOL FOR ENTERPRISE, BUSINESS AND TECHNOLOGY

Principal:

HOLGER CARRILLO

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: high school for Enterprise, Business and Technology School Number (DBN): 14K478

Grades Served: 9-12

School Address: 850 Grand Street Brooklyn, NY 11211

Phone Number: 718-387-2800 Fax: 718-387-2748

School Contact Person: Holger Carrillo Email Address: HCarril@schools.nyc.gov

Principal: Holger Carrillo

UFT Chapter Leader: Adam Benson

Parents' Association President: Ingrid Geraldo, Saturnina Boyce, Co-Presidents

SLT Chairperson: Jane Wharton

Title I Parent Representative (or Parent Advisory Council Chairperson): _____

Student Representative(s): _____

District Information

District: 14 Superintendent: Karen Watts

Superintendent's Office Address: 1396 Broadway, Room 110, Brooklyn, NY 11221

Superintendent's Email Address: kwatts@schools.nyc.gov

Phone Number: 718-455-4635 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Brooklyn Director: Bernadette Fitzgerald

Director's Office Address: 131 Livingston St., Brooklyn, NY 11201

Director's Email Address: BFitzge2@schools.nyc.gov

Phone Number: _____ Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with 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:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Holger Carrillo	*Principal or Designee	
Adam Benson	*UFT Chapter Leader or Designee	
Ingrid Geraldo Saturnina Boyce (Co-Presidents)	*PA/PTA President or Designated Co-President	
Paula Almanzar	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

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

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **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. Title I schools must also 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

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

Our mission statement reads as follows: **We believe that all students can achieve academic excellence. Teaching them to be responsible and productive citizens and preparing them to participate fully in the world they will face after graduation is an essential component at EBT. The entire school community is committed to ensure the students' cognitive, creative and social growth. In partnership with universities, corporations and community organizations, students will have the opportunity to experience the world of work.**

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

14K478 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	1002	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	8	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	13	# SETSS	15	# Integrated Collaborative Teaching	31
Types and Number of Special Classes (2014-15)					
# Visual Arts	18	# Music	24	# Drama	1
# Foreign Language	17	# Dance	N/A	# CTE	40
School Composition (2013-14)					
% Title I Population	76.3%	% Attendance Rate			88.5%
% Free Lunch	77.8%	% Reduced Lunch			4.6%
% Limited English Proficient	9.7%	% Students with Disabilities			15.6%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.2%	% Black or African American			37.2%
% Hispanic or Latino	56.5%	% Asian or Native Hawaiian/Pacific Islander			3.5%
% White	2.0%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	4.17	# of Assistant Principals (2014-15)			5
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			10.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.8%	Average Teacher Absences (2013-14)			8.54
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	74.6%	Mathematics Performance at levels 3 & 4			58.5%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	85.0%	% of 2nd year students who earned 10+ credits			75.0%
% of 3rd year students who earned 10+ credits	76.5%	4 Year Graduation Rate			75.6%
6 Year Graduation Rate	85.4%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
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			NO
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 Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
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			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			N/A
Economically Disadvantaged	YES				

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

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

Part 1 – Needs Assessment

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

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

Some highlights from the Quality Guide include the following:

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

Other indicators of rigorous instruction include the following:

- Our preliminary Quality Review report from 2015 indicates that our curriculum is “well developed,” as it is aligned with state standards and has incorporated the major shifts of Common Core Learning Standards.
- EBT offers Advanced Placement classes in nine subjects, and this year started an online International Baccalaureate program in Mathematics SL and Economics SL.
- EBT offers CTE (Career and Technical Education) instruction in two programs: CISCO Networking Academy and Academy of Hospitality and Tourism. Students have the opportunity to take industry tests that are the equivalent to Associate’s and Bachelor’s Degrees in the field.

Our priority needs for this are to:

- Increase the percentage of students who graduate with a Regents diploma and meet CUNY’s standards for college readiness in English and Math, which currently stands at 24%, equal to the city average.

- Increase the weighted Regents pass rate on the Mathematics Regents examination, which is currently below the city average.
- Increase the weighted Regents pass rate on the Global History Regents examination, which is currently equal the city average.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2016, we will improve 4-Year College Readiness Index in English and Mathematics by 3%.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	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?
Academic intervention services like tutoring, after-school programs, and Saturday Institute will be offered to students who are having difficulty with academic course work, based on Regents scores, report card grades and teacher recommendation. Students will be encouraged by teachers to maximize the use of Castle Learning and Khan Academy online software for hands-on practice with Regents questions. Teachers in math and English administer interim assessments to measure student progress throughout the year.	All teachers	Throughout the school year	AP Math/Science , AP ISS and Pupil Personnel and AP Humanities
High-need students and students who scored below grade level in 8th grade mathematics exam are placed in additional math and science classes aimed at improving critical thinking skills. Instructional Support Services (ISS) teachers work with students to scaffold information and provide alternate texts when necessary.	High-need students	Throughout the school year	AP ISS and Pupil Personnel
School Leadership Team (SLT) will communicate to parents, once per semester, the requirements necessary to be considered “college-ready” by the city, so they understand why students	Parents	Once per semester	SLT

who may have already passed an English or Math Regents exam may be asked to re-take it, in hopes of achieving “college-ready” pass level.			
School leaders and teachers will communicate to students the importance of achieving “college-ready” pass levels on Regents examinations, including avoiding the need for remedial classes in college. Students who are struggling with content in any core subjects are given individual support by teachers and encouraged to use many different approaches besides classroom instruction (online learning, student-to-student tutoring) to achieve.	All students	Throughout the school year	School leaders and teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Tutoring sessions, professional development trainings and after-school sessions will be paid for by Title I and Tax Levy funds.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
By February, 2016, the percentage of students who have scored at least 75 on English Regents and 80 on Mathematics Regents (“college-readiness” level scores), will have increased by 2% over last year.										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

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

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

Part 1 – Needs Assessment

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

According to the most recent NYC School Survey Report (2013-2014), and backed up by preliminary findings of our latest Quality Review (March, 2015), major findings include the statistics that 88% of parents, 87% of teachers, and 84% of students are generally satisfied with the school culture.

Some of our strengths include the following:

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

For example, all teachers greet their students at the door of their classroom prior to the start of class.

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

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

o treat adults with respect. (67%)

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Improve the percentage by 5% of students who say they “agree” or “strongly agree” to the questions related to students treating other students and adults with respect on the 2015-16 School Survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<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>
<p>We will encourage all students to show greater respect to one another and to adults in the building by improving the school culture by promoting awareness of the “Respect for All” program. We will teach “Respect for All” lessons in each of the English Language Arts (ELA) and English as a Second Language (ESL) classes, hold grade-level assemblies during spring term, and honor students at our award ceremonies who are nominated by teachers for demonstrating exemplary integrity and character.</p>	<p>All students</p>	<p>2 weeks prior to event January 2015</p>	<p>Assistant Principal, Pupil Personnel Services</p>
<p>Students in ESL and students with disabilities (SWDs) in Special Classes (15:1 Student-Teacher Ratio) will participate in role plays to help them better understand the content of the “Respect for All” lessons. Grade-level assemblies will be conducted in March of 2016.</p>	<p>ESL and SWDs in Special Classes</p>	<p>January 2016; March 2016</p>	<p>Assistant Principal, Pupil Personnel Services and Assistant Principal, Humanities</p>
<p>We will teach “Respect for All” lessons to parents on the same date as the Parent-Teacher Conferences in the spring</p>	<p>All parents</p>	<p>March 2016</p>	<p>Assistant Principal, Pupil Personnel Services</p>
<p>By teaching both student and parents the basic tenets of the “Respect for All” program, we are further developing a system of support by letting members of the school community know that we value respect and that disrespectful behavior will not be tolerated.</p>	<p>All parents</p>	<p>Ongoing throughout the school year</p>	<p>Assistant Principal, Pupil Personnel Services</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
We have the needed resources to teach the “Respect for All” lessons. ELA teachers can teach the Respect for All lessons in their classes during February of 2016. Grade-level assemblies can be planned during the school day and hosted in the auditorium during periods 7 and 8 in March of 2016.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
By February, 2016, 75% of students will indicate that they “agree” or “strongly agree” that students treat each other and adults with respect. We will get these results from an internal survey related to school culture and respect, and will use these results as formative results in effort to improve results on next year’s survey.										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

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

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

Part 1 – Needs Assessment

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

According to the most recent NYC School Survey Report (2013-2014), and backed up by preliminary findings of our latest Quality Review (March, 2015), teachers are generally satisfied with the level of collaboration and professional development they experience in our school. Some examples follow; the number in parentheses is % of teachers who say they “strongly agree” or “agree”:

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

Some of our strengths include the following:

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

Priority needs for this year:

- Assure that all content teachers are working closely with ISS teachers when teaching Integrated Co-Teaching (ICT) and Special Education Teacher Support Services (SETSS) classes. Teachers should plan together to the extent possible, given programming challenges and time constraints, and make sure that both teachers have a copy of the lesson plan before the class so that they can prepare properly.

Formalize a process for teacher inter-visitation, so that we make sure we are leveraging the abilities of our best teachers to model for developing teachers, and for master teachers to critique newer teachers' performance in the classroom.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 75% of Instructional Support Services (ISS) teachers working in an ICT classroom will conduct two inter-visitations of other ICT classes, and provide written, growth-producing feedback to the content area and ISS teachers based on Danielson's Framework for Teaching. This will be measured by tracking documentation of inter-visitations and by supervisor observations.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote teacher-parent collaborations to improve student achievement. 	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?
Professional Development (PD) for all teachers will address the role of content teachers and Instructional Support Services (ISS) teachers in the planning process. PD will address the specific role each teacher plays, strategies for seamless delivery of instruction, and the use of technology in lesson planning and delivery.	All teachers	Once per marking period	AP ISS and Pupil Personnel
Content and ISS teachers will communicate either in person during shared planning periods or via email. This collaboration will benefit the needs of IEP students because it will give ISS teachers more time to plan differentiation, including developing scaffolding methods and/or providing alternate texts.	All teachers	Throughout school year	AP ISS and Pupil Personnel
School Leadership Team (SLT) will communicate to parents, once per semester, how our ICT and SETSS classes are planned and structured. Parents of students with IEPs will be kept	Parents	Once per semester	AP ISS and Pupil Personnel

informed about the individual planning being done to help their children succeed, including the use of scaffolding and alternate texts.			
Having teachers meet together after inter-visitations and then sharing out experiences at department meetings will help build trust between teachers, as we become more open to allow others see us practice our craft. We are all learners as well as teachers, and watching others can help us improve our own teaching.	All teachers	Throughout school year	Department APs

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
By June 2016, teachers will devote two prep periods each to participate in inter-visitations, and one additional period for documentation. Methods for sharing resources –email and ebtbrooklyn.com Google drive—are already available. Documents for recording inter-visitations will be developed by administration and provided online for teachers.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
By February, 2016, 75 % of teachers working in ICT or SETSS environments will have participated in a minimum of one inter-visitation and will share their lesson plans via email or a shared Google Drive. This will be measured by tracking documentation of inter-visitations and by supervisor observations.										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

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

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

Part 1 – Needs Assessment

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

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

According to the most recent NYC School Survey Report (2013-2014), and backed up by preliminary findings of our latest Quality Review (March, 2015), teachers and staff feel that our school sets high expectations for our students, and that our school leaders are supportive of them. Some examples follow of teacher responses; the number in parentheses is % of teachers who say they “strongly agree” or “agree”:

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

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

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

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

- The principal at my school...
 - o communicates a clear vision for our school. (73%)
 - o understands how children learn. (78%)

- The principal at my school...

o knows what's going on in my classroom. (70%)

o participates in instructional planning with teachers. (53%)

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

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2016, the principal will provide written, growth-producing feedback to teachers based on observation of 15 teacher team meetings.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote parent leadership and engagement as a key lever for school improvement. 	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?
School leaders will attend professional development with Department of Education talent coach to discuss best practices related to observations, grading using the Danielson Framework for Teaching, and providing constructive feedback to teaching staff.	Principal, Assistant Principals	Four times during school year	Principal
Principal will meet with ISS and ESL teachers, and give feedback on instructional planning for these high need student groups.	ISS and ESL teachers	Throughout school year	Principal
Principal will share his interactions with teachers with parents during School Leadership Team meetings, keeping them informed about the instructional goals of our teachers, and the challenges they are facing with our students.	Parents	Once per month	Principal
By attending teacher meetings, Principal will gain better understanding of challenges and goals teachers have, and be	Teachers	Throughout school year	Principal

able to discuss these with teachers on a more regular basis, building trust between school leadership and teachers.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Principal will schedule time to attend at least five teacher team meetings per marking period.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February, 2016, the principal will have attended at least one teacher team meeting per five-day week, for a total of three meetings attended.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

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

1. **Businesses:** Our school Advisory Board consists of members that represent colleges, industry and community organizations. They focus on the successful implementation of our CTE program, but discuss issues, like college and career readiness, that affect our entire school. Some of our college partners include Bramson ORT, New York City College of Technology and Kingsborough Community College. Some of our industry partners include Showtime Networks and the CISCO Corporation.

2. **Community-based organizations:** Our school has had long-term relationships with BuildOn Organization, which organizes community service programs in the neighborhood and abroad; the Leadership Program, which runs an annual theatrical production featuring our students; and St. Nick’s, which runs a program aimed at improving the attendance of our long-term absence students. In addition, our auditorium, manned by our student technical crew, is used by community service organization El Puente and many neighborhood schools for their events and graduations.

3. **Families:** According to the most recent NYC School Survey Report (2013-2014), parents who responded were generally satisfied with most aspects of the school. Some examples follow; the number in parentheses is % of teachers who say they “strongly agree” or “agree”:

- How satisfied are you with the following?

- o The education my child has received this year. (96%)

- o The overall quality of my child’s teachers this year. (95%)

- My child’s school...

- o makes it easy for parents to attend meetings by holding them at different times of day, providing an interpreter, or in other ways. (92%)

- o keeps me informed about my child’s academic progress. (95%)

- My child’s school makes me feel welcome. (95%)

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

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

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

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2016, the School Leadership (SLT), EBT Parents Association and faculty will improve parent participation, as measured by attendance, in school activities, including Parent Association meetings and Parent-Teacher Conferences by 10%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Throughout the school year, a bi-monthly newsletter will be created in collaboration with the SLT, Parents Association (PA) and faculty highlighting the school’s instructional focus, student achievement and activities</p>	<p>Parents</p>	<p>September 2015 to June 2016</p>	<p>Assistant Principal Organization and Parents Association President</p>
<p>Saturday school program will institute a “Learn Along with Your Child Program”. Parents of ELL students will attend Saturday classes with their children. The Parents Association will take opportunity to give a bilingual parents association meeting at least once each term.</p>	<p>Parents</p>	<p>Fall 2015 and Spring 2016</p>	<p>Assistant Principal Organization, ELL teacher and Parents Association</p>
<p>Using Jupitergrades.com and school messenger, parents will be informed of parents and students activities and meetings. EBT will provide incentive rewards for students who encourage</p>	<p>Parents, Students</p>	<p>September 2015 to June 2016</p>	<p>All Assistant Principals</p>

parents to attend parent teacher conferences and association meetings.			
Before PA meetings and parent conferences, teachers will communicate to students that parent involvement has positive benefits for them; this will build trust between staff and students related to parent involvement. Parents' positive experiences at school will lead to greater trust and more willingness to attend school events.		September 2015 to June 2016	Assistant Principal, Organization

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
The School Leadership Team and the EBT Parents Association will work together to allocate funds to purchase, or to fundraise for, incentive rewards for students, and for stipends for faculty conducting parent workshops and writing newsletters.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, the School Leadership Team and the Parents Association will review the percentage of parents participating in school conferences, meetings and activities; the goal for this point is to raise attendance percentage by 5%.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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)	Regents grade below 65; missing course credit needed for graduation; failing marking period; teacher/grade advisor recommendation; student/parent request	Teacher modeling (read aloud/think aloud); repeated readings; use of past Regents for reading/multiple-choice/essay practice; Castlelearning; Achieve3000; Aventa Credit Recovery	Small group; one-on-one; tutoring services by NHS students and teachers (sign-up form on ebtbrooklyn.com web site.	Student lunch periods with selected teachers; after school; Saturday Institute
Mathematics	Regents grade below 65; missing course credit needed for graduation; failing marking period; teacher/grade advisor recommendation; student/parent request	Use of past Regents for multiple choice/short responses; Castle Learning for additional practice and homework assignments; KhanAcademy.org for additional practice; teacher-developed review materials from Jmap.org; Aventa Credit Recovery	Small group; one-on-one; tutoring services by NHS students and teachers (sign-up form on ebtbrooklyn.com web site.	Student lunch periods with selected teachers; after school; Saturday Institute
Science	Regents grade below 65; missing course credit needed for graduation; failing marking period; teacher/grade advisor recommendation; student/parent request	Use of past Regents for multiple choice/short responses; Castle Learning for additional practice and homework assignments; KhanAcademy.org for additional practice; teacher-developed review materials from	Small group; one-on-one; tutoring services by NHS students and teachers (sign-up form on ebtbrooklyn.com web site.	Student lunch periods with selected teachers; after school; Saturday Institute

		Jmap.org; Aventa Credit Recovery		
Social Studies	Regents grade below 65; missing course credit needed for graduation; failing marking period; teacher/grade advisor recommendation; student/parent request	Teacher modeling (read aloud/think aloud); graphic organizers; repeated readings; use of past Regents for reading/multiple-choice/essay practice; use of film; department-developed review sheets for Regents preparation; Aventa Credit Recovery	Small group; one-on-one; tutoring services by NHS students and teachers (sign-up form on ebtbrooklyn.com web site.	Student lunch periods with selected teachers; after school; Saturday Institute
At-risk services <i>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	Recommendation of IEP; teacher, guidance counselor, social worker, psychologist recommendation; parent/student request	Students with an IEP receive specific services as detailed in their respective IEPs. This includes, but is not limited to, test modifications, individual and group counseling, speech therapy, and referrals to outside agencies. Instruction is differentiated (content, product and process) for all students based on individual needs. Our ELLs each have an Achieve3000 account to support their language acquisition.	The method of delivery for students with an IEP is set forth in the <i>Program Recommendations/Services</i> section of their respective IEPs. Counselors and teachers have access to this information and use it to help meet the needs of the students. If we are unable to meet the needs of a student at the school, the necessary and appropriate referrals are made. Individual and group counseling services provided by guidance counselors.	Services are provided throughout the school day, after school, and on Saturday.

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- 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>When staff positions become vacant, Assistant Principals and teachers attend New York City Department of Education (NYCDOE) recruitment fairs and post position availability on electronic bulletin board at Teachers College at Columbia University. APs invite candidates to the school for a tour and to meet other administrators and other teachers, especially teachers who have been recently hired. Staff then discuss candidates and make hiring decision. It is important that candidates are not just highly qualified, but a good match for the culture of the school.</p> <p>APs conduct frequent informal observations, as mandated by the Advance evaluation system. Evaluators send out descriptive emails following soon after the visit, with commendations, areas of growth, and next steps, all utilizing Danielson's Framework for Teaching as a rubric. After this email is sent, the evaluator reviews their comments in a short meeting with the teacher. Then, the official observation report is filled out. A similar process takes place for formal observations.</p> <p>Teachers meet in common-prep meetings on a weekly basis, to discuss curricula, pedagogy and strategies for dealing with challenging situations in the classroom. Experienced teachers serve as mentors (both formal and informal) for newer teachers in the department. In addition, we make available to all teachers class curricula, lesson plans and materials collected and organized by teachers in a central archive.</p>

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	763,253.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	5,396,435.00		

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:

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** 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 have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

Your school’s Title I Parent Advisory Council (PAC) 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.

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality 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;

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by 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 to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;
- ensure children follow Uniform Policy daily

III. Student Responsibilities:

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

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

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

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

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

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

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

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

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

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

In this class, students improve their English language skills while learning the content that will help them better understand the world that we live in. Students actively participate in meaningful student-centered projects based on the Common Core Learning Standards. For example, students, working in teams of two or three, choose a particular event or movement in history and research it by finding credible sources on the Internet. Students take Cornell Notes on their selected topic and prepare a

Part B: Direct Instruction Supplemental Program Information

PowerPoint slideshow presentation which they present in class. Students have the opportunity to evaluate the projects of their classmates and offer feedback. Lastly, students write an informational essay.

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

Students work in teams of two to identify businesses in a designated area of Williamsburg/Bushwick, Brooklyn within walking distance of the school (via prior knowledge, Google Earth and/or the Internet). Parents are invited and encouraged to participate to all activities as chaperons and have their admission fees and transportation covered.

Furthermore, we teach students the importance of becoming active participants in their own language learning. Through this supplemental program, we emphasize the need for each student to know his or her own learning style (visual, auditory or kinesthetic) and conative style (also known as trying style). Students are taught how to assess their own strengths and areas in need of growth. This can be accomplished by showing students how to target skills that need to be sharpened through the use of formative and summative assessments (e.g., unit exams, reading conferences, teacher feedback, etc.). In addition to the main focus of the courses mentioned above, time is allotted to address the academic needs of small groups and individual students through direct instruction and web based programs such as Achieve 3000 and Castle Learning.

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

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

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

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

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

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

Part C: Professional Development

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

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

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

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

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

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

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

DATE	TOPIC	PROVIDER
9/03	•Citywide Instructional Expectations/ ESL specifics	L Goodman E Gunther
9/12	•S.M.A.R.T. Goals/Organizing for Success	
	•Parental Involvement From the Start	L Goodman E Gunther
9/19	•ELL Compliance Issues	
	•Strategies for Student-Centered Discussion	L Goodman E Gunther
10/03	•Unwrapping the common core http://www.educationalimpact.info/eiprvws/utcc.html?	L Goodman E Gunther
10/10	•Student Achievement Goal Setting: Using Data to Improve Teacher Effectiveness and Student Learning	
	•Data Based Instructional planning	
	•NLA/ ELA/ ESL curriculum alignment	L Goodman E Gunther H. Fernandez
10/17	•ELL Periodic Assessment Data ;Item Analysis	
	•ESL Across Curriculum	
	•Strategies for Integrating Basic Language Skills with the New Career Readiness Standards	L Goodman E Gunther T Montano F Correa E. Lara
10/24	•The Socratic seminar in the ESL class;	L Goodman E Gunther
10/31	•Intervention plan ;Parent outreach	
	http://www.achieve3000.com/resources/webinars/gated/39	
	Vocabulary & Accountable Talk Best Practices - Kevin Baird	L Goodman E Gunther
	Target ELLs and Instructional Focus for the Saturday Institute	T Montano F Correa E. Lara
11/14	Formative and Summative Assessments with UDL in mind	L Goodman E Gunther
11/21	•Key Principles for ESL Instruction	E. Gunther, L Goodman
	PBL for the Saturday Institute ; Learning English for and through the community .	

Part C: Professional Development

12/05	•The challenge of Complex text for ELLs https://www.teachingchannel.org/blog/2014/05/09/video-playlist-text-complexity/	L Goodman E Gunther
12/12	•Precision Reading with Vocabulary Investigation Achieve 3000	L Goodman E Gunther
12/19	•Scaffolding the Argumentative essay https://www.teachingchannel.org/blog/2014/05/22/biggest-problem-in-argument-writing/	L Goodman E Gunther
01/09	•Academic language for Regents prep	L Goodman E Gunther
01/16	•Difficulty and Complexity in the Classroom—Doing Both and Saving Time	L Goodman E Gunther
01/23	•Closing the Achievement Gap for English Language Learners	L Goodman E Gunther
02/02	•The Big History Project ; Cross curricular teaching	L Goodman E Gunther T Montano, F Correa E. Lara
02/13	•Neuroscience and the Classroom: Strategies for Maximizing Engagement Potential	L Goodman E Gunther
02/27	•Project Based Learning http://www.educationalimpact.info/eiprvws/pbl.html?inf_contact_key=96ab6efef847657d7d4af2a7caf2ed953facc844d6d8e6e6a2f0381c002378ae	L Goodman E Gunther T Montano F Correa E. Lara
03/06	•Student Engagement / Proven online teaching strategies http://www.educationalimpact.info/eiprvws/OnlineTeaching.html?inf_contact_key=f7696150125986e2612d5c1453194b511b8007dbf6d7956c2cc891eeda73acdf	L Goodman, E Gunther
03/13	•Digital Literacy; Updating the Curriculum ; www.curriculum21.com	L Goodman, E Gunther, T Montano, F Correa, E. Lara
03/20	•Planning with the end in mind ;UBD	L Goodman, E Gunther
03/27	•Protocol for Assessing Student Work	L Goodman, E Gunther
04/17	•Project Based Learning; A strategy for teaching and Learning	L Goodman E Gunther
04/24	•Writing Common Core Learning Tasks UBD Curriculum Framework (Wiggins& McTighe)	L Goodman, E Gunther
05/01	•ELA Regents Test Item Analysis	- Assessin
	g Student Work and planning targeted intervention	L Goodman, E Gunther, T Montano, F Correa ,E. Lara
05/08	•Assessment Targets that align with the Common Core Standards (PD360 Journal 10/10; segment 5) Regents Tasks	L Goodman E Gunther
05/15	•Disciplinary Literacy for ELLs (Michael J Kieffer)	L Goodman E Gunther
05/22	•Closing the Achievement Gap for ELLs (Achieve 3000 webinar)	L Goodman E Gunther
05/29	•Reading Strategies ; Close Reading and Reading Response	L Goodman E Gunther
06/04	•Strategies for Maximizing Student’s Engagement Potential (Judy Willis)	L Goodman E Gunther
06/11	•Regents Review Strategies	L Goodman E Gunther

Part D: Parental Engagement Activities

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

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

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

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

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

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

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

The parents of the ELLs participating to the Saturday Institute are invited and encouraged to chaperone their children during the trips, observe classes, and meet the EBT faculty and staff.

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

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

-
-
-
-
-

Parent Meetings Timeline

- Topic 1 : Orientation and overview of program

Rationale: Parents will become familiar with the format and goals of the program. They will fill out a need survey to serve as a guideline for instructional focus. Parents will be encouraged to make

Part D: Parental Engagement Activities

suggestions, and volunteer with their expertise for the Saturday Institute initiative.

Parent Meetings Time Line

Date: November 25, 2014

Time : 5:00 PM

Name of Provider: Ms Goodman, Ms Uribe

Audience: Parents of participating ELLs to the Saturday Institute.

-
Topic 2: Achieve 3000 Workshop

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

Date: December 11, 2014

Time : 12:00 PM

Name of Provider: Anya Denis, Achieve 3000 consultant

Audience: Parents of participating ELLs to the Saturday Institute.

-
Topic 3: Parents as Partners

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

Date: April 25, 2015

Time: 9-12

Name of Provider: Ms. Goodman, Ms. Uribe

Audience: Parents of participating ELLs to the Saturday Institute.

-
Topic 4: Family and Community Service

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

Date: May 30, 2014

Time : 9-12

Name of Provider: Ms. Goodman, Ms. Uribe

Audience: Parents of participating ELLs to the Saturday Institute.

Part 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. 	_____	_____

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.
<ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 14	Borough Brooklyn	School Number 478
School Name Enterprise Business & Technology		

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

Principal Holger Carillo	Assistant Principal Mitchell Schragar Humanities
Coach Hippolito Fernandez, AP Foreign	Coach type here
ENL (English as a New Language)/Bilingual Teacher ENL Teacher Lori Goodman	School Counselor Neli Rivera Bil Counselor
Teacher/Subject Area Tamara Montano Bil SS	Parent Ingril Geraldo
Teacher/Subject Area Kirstine Jungkurth, ENL Teach	Parent Coordinator Ingrid Geraldo
Related-Service Provider Robert Dodd SWD Teacher/ISS Ad	Borough Field Support Center Staff Member Bernadette Fitzgerald
Superintendent	Other (Name and Title) Tatyana Ulubabova, ELL CPS

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL 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/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	3	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	3	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	918	Total number of ELLs	66	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education										3	2	0	0	0
Dual Language	5													0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	66	Newcomers (ELLs receiving service 0-3 years)	45	ELL Students with Disabilities	7
SIFE	33	Developing ELLs (ELLs receiving service 4-6 years)	10	Long-Term (ELLs receiving service 7 or more years)	11

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	41	25	2	6	6	3	5	2	2	0
DL							0			0
ENL	5	0		3	1		6	0		0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____										18	10	12	12	0
Arabic										0				0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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										8	2	2	2	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1				0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	0									8	3	1	0	0
Emerging (Low Intermediate)										5	2	6	3	0
Transitioning (High Intermediate)										4	3	3	4	0
Expanding (Advanced)										12	5	2	5	0
Commanding (Proficient)										5	9	14	14	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total										0	0	0	0	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0									4	8	12	16	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	3	7	1	4
Integrated Algebra/CC Algebra	4	6	2	2
Geometry/CC Algebra	9	0	9	0
Algebra 2/Trigonometry	4	0	3	0
Math <u>RCT</u>	2	1	2	1
Chemistry	0		0	
Earth Science	4	8	2	1
Living Environment	7	19	6	12
Physics	0	0		

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	10	15	5	7
Geography	0			
US History and Government	14	15	11	6
LOTE				
Government	0			
Other <u>ScienceRCT</u>	1	1	0	1
Other _____				
NYSAA ELA	0			
NYSAA Mathematics	0			
NYSAA Social Studies	0			
NYSAA Science	0			

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Early literacy skills of the ELLs at the EBT HS are assessed through a variety of methods. During the admission process parents and students are interviewed with comprehensive questions covering their education background history and possible SIFE status, using questions from the SIFE Identification Questionnaire. Literacy skills are further assessed by the ESL classroom teachers using the results from the Level Test administered as part of the Achieve 3000 program used in our school as well as from Castle Learning data. Another source of student literacy assessment comes from the analysis of ATS reports such as the ELA and MATH tests results. Furthermore, initial and ongoing conferencing with content area teachers sharing the flagged students allow for a deeper understanding of the ELLs first and second language needs. Additional information used for planning and instructional implementation is provided by the item analysis of the NYSESLAT modalities, (RLAT report), as well as the regents results (REDS). A closer look at the data indicates that a large majority of our students perform well below grade level in Reading and need help in developing structured writing skills.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 According to the NYSESLAT data analysis 108 students took all parts of the exam during the spring 2015 session from which 39% scored COMMANDING (proficient). (5 in the 9th grade, 9 in the 10th grade, 14 in the 11th grade, and 14 in the 12th grade.) We can see the older students, with more experience in test-taking as well as in ENL class were the most likely to pass the exam, which is not surprising. What is surprising and impressive is that the passing percentage increased more than double since 2013, when it was 17%. However, because of the new test format, we are skeptical about interpreting what these numbers mean.
 For the remaining ELLs, the NYSESLAT and LBR results indicate that the numbers of students scoring at the Entering, Emerging, Transitioning and Expanding levels are spread across the grades in a relatively balanced manner with a few remarks: the majority of our ELLs are Expanding, with the largest concentration of Expanding ENL students appearing in the 9th grade. Another evident trend that appears from the data is the relatively large number of incoming SIFE students; nearly 20% of the total ELL population are long term ELLs with YOS between 7-12 years. Most of them show a stagnant growth pattern on the RLAT.
 These numbers raise questions in terms of curricular and instructional decisions aimed to meet remedial, grade specific, and graduation needs of the assessed students. The students needs will be identified and addressed case by case during common prep

conferences.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

As much as possible, the ENL teachers consider the subtest scores on the RLAT as well as each modality as per the RNMR report, when making instructional decisions. The AMAO results help us target students who didn't show gain for consecutive years and highlight deficient language skills that need to be addressed .

4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
- a. Comparative data between the TBE vs. ESL programs is not available since we are fully implementing the TBE only as of September 2013. Due to programming restraints students are placed in Bilingual classes by grade priority subjects. The bilingual teachers are assessing the Native/English language proficiency within the class and differentiate instruction according to the CR 154 recommended language distribution. In the Free standing ENL program students are programmed based on their English proficiency as described by their NYSESLAT/NYSITELL scores and not by grades. In order to support students' grade specific requirements, teachers are conferring with the content area teachers and plan themes and topics that parallel the curricula in the content areas.
- b. Results of the ELL Periodic Assessment are used by the ESL teachers as predictors for the students' performance on the NYSESLAT. Skill analysis allows teachers to emphasize practice with specific skills showing weakness. For instance, by analyzing individual student performance on each modality (speaking, listening, reading ,writing), teachers can differentiate instruction according to student needs, and design relevant lessons. Also, grouping decisions (e.g. heterogenous or homogenous) are facilitated by incorporating data findings into classroom instruction. Additionally, such information aids school leadership in designing professional development and best practice protocols for teachers of ELLs, as well as special programs such as tutoring and Saturday ELL Institute activities.
- c. After reflecting upon the effectiveness of data analysis from the Periodic Assessment, our ESL team concluded that this source needs to be more explored in the future for specific practice with the NYSESLAT format, content skills, and test taking strategies.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs.](#)]
N/A
6. How do you make sure that a student's new language development is considered in instructional decisions?
As a common practice, ELL students are placed according to their parental program request in either the TBE or the Freestanding ESL program. For the TBE program bilingual teachers are trained in using the dominant language of each student in order to ease comprehensible input in the subject matter. For the students placed in the Free standing ESL program, teachers are aware of the linguistic background of the students and use it as a potential asset in conveying the content by using ESL methodology and updating their instructional approaches during ongoing PD training.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- n/a
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Although we are continuing our effort to close the gap between the ELLs and the Mainstream students in our school we are pleased to see that the results are improving throughout the years. AMAO I results are not yet reaching the AYP target of 65% but they improved somewhat compared to the previous year. Our yearly goal for the past years was to increase by 5% the scores of the 2015 NYSESLAT in both AMAO II and I. We have exceeded our goals for both indicators; For AMAO I, 56 % of the students showed progress in their overall proficiency compared to 43% in the previous year. For AMAO II, 17% of our tested ELLs scored Proficient/Commanding, exceeding the District target of 14% and showing an increase of 82% from the last year. The low rate of ELLs passing the ELA Regents is an alert signal for our team to focus on improving the preparation of our students for the exam. The general effort towards aligning ESL instruction and assessment tools with the common core is helping in that direction.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

At the time of registration, the parent/guardian is filling the Home Language Identification Survey in English or in the language preferred by the parent. Based on the information provided on the form the ESL Coordinator, a certified pedagogue, assisted by native speaker staff members as needed, is conducting an oral interview with the parents about the child’s language dominance in Part IV: ELL Identification Process Page 28 school and in the family, as well as information pertaining to the school history of the child. During the interview, students are encouraged to answer the questions themselves in English in order to get a better understanding of their linguistic skills. If evaluation suggests that the student is dominant in a language other than English, the identification process continues. The parents attend an orientation video in their native language after which they are invited to ask questions and are given further explanation about the specific programs offered at this time at the EBT High School and the options of transfer or wait for potential new programs based on sufficient parental requests. They are informed about the specific programs available in our school, academic requirements, and choices offered. Then, parents/guardians fill out the parental survey and select the program choice for content area classes as Bilingual or ESL, with the understanding that the student is mandated to take ESL classes until scored Proficient on the NYSESLAT. All potential ELLs are administered the NYSITELL at the time of admission. Answer sheets of the students without any English skills are bubbled as tested but unable to answer. Hispanic students who didn’t test out on the LBR are also administered the Spanish LAB and a written sample in their native language. The admission process also includes screening questions for potential SIFE. Based on the evaluation students are immediately placed in their ESL/Bilingual and referred to the counselors for programming. Students are ready to start their program the following day. Within maximum 20 days from admission parental option is entered on ELPC.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

We begin with a parent & student interview to address the needs of SIFE students. The admission process also includes screening questions for potential SIFE using the SIFE Oral Interview Questionnaire, and this is normally conducting on the same day as enrollment, but we have up to 30 days to complete. Additionally, we are working through the following steps to identify areas of strength and need, place the student based on those strengths and weaknesses, employ additional intervention services and ongoing assessment to monitor progress. For this school years 2015-17 we intend to use Literacy Evaluation for Newcomer SIFE (LENS). The LENS is a multilingual suite of diagnostics designed to measure the home-language literacy skills SIFE bring with them when they enter New York City schools, specifically to provide educators with a diagnostic that would support the SIFE identification process. The results of the LENS will offer educators detailed descriptions of a student’s skills and abilities in reading, vocabulary, and math. The Spanish LENS will also test phonics, single word reading, and sentence reading. This tool will be highly informative for teachers of SIFE, since students come in with a range of skills in both literacy and math, and knowing each individual student’s strengths and weaknesses is essential for teachers to plan instruction.

Our SIFE students will be taught using scaffolding techniques to integrate oral and written language into content area instruction, such techniques include using instructional tools such as graphic organizers, visuals and short videos to help students to make sense of content. Project Based Learning and reading software, Achieve 3000, will be used to support language acquisition. Wherever possible these students will be paired up with a "buddy" in the classroom who has the same home language to serve as a friend. Progress will be constantly monitored and if the intervention does not seem to be working, the teachers will meet to reassess the instructional plan.

The teachers will provide instruction using online programs Castlelearning and Duolingo to enhance their base in the home language. In addition to these interventions, students will continue to develop their skills by using different approaches of reading such as guided reading, independent reading, read aloud, and shared reading in the native language. As part of the ENL component, teachers will use Achieve3000 English articles with Spanish support to develop language and concepts in the English language. Instruction will take place in whole group as well as in centers. Discussions and debates in class will be in both English and native language according to students’ comfort levels, but always with the goal of expanding both English and native language. As much as possible our method will follow the RISLUS – CUNY Graduate Center Recommendations of:

- o Rigorous curriculum with technological support
- o Intensive academic literacy instruction, preferably in both L1 and L2
- o Content knowledge taught in L1 whenever possible to bring them up to grade level
- o Intensive ESL instruction

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Language Proficiency Team (LPT) is comprised of Lori Goodman, a certified ENL teacher, a certified ISS teacher, Robert Dodd and/or Director of Special Education, Jackie McAllister. Additionally, the pupil accounting secretary, Doris Rivera, and the principal's secretary, Jessica Ortiz, are often the first two people to speak with the new student. The LPT determines the child's eligibility for the NYSITELL. If the LPT determines the NYSITELL should be administered, testing proceeds. If the LPT determines that the NYSITELL should not be administered, the determination then goes to the principal. If the principal agrees with the LPT (to not give the NYSITELL), a final decision is made by the superintendent (or designee). The student's parent or guardian will immediately be informed of the decision. If interpretation is required, a staff member fluent in the student/parent's native language will be included.. The timeline to accept or reject LPT recommendation and ELL service placement is fewer than 20 days. Plan for ELL Special Needs Students ELLs who are identified as having special needs are provided special education programs and services in accordance with their individualized education program (IEP) in addition to ENL services aligned with their proficiency level and accordance with CR Part 154 regulations. Students with an IEP are programmed into CTT classes, in which they are given special attention by both the content-area teacher and a special education teacher or para-professional. The special education teacher meets with an ENL teacher to confirm that she has any necessary materials to make content understandable to the ELL student. ELL with special needs are also administered the Pearson Periodic Assessment to assess their proficiency levels in listening, reading, and writing. Lastly, the guidance counselors routinely evaluate the transcripts of ELLs with an IEP. Achieve3000 non-fiction reading software is employed to help ELL-SWD students understand content at their grade level but at a customized reading level.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Parents are informed at the same time of HLIS and intake interview. The ENL Coordinator goes through the entire ELL identification process, including determination of home language code, determination of NYSITELL-eligibility, and SIFE status. She is responsible for interviewing, testing and scanning the NYSITELL answer sheets of incoming students who have not been tested downtown. Parent Notification letters in preferred language are distributed immediately upon scanning and determining score and entitlement or non-entitlement to ENL services, and info is entered on Appendix K (list of newly enrolled)

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents/ student age 18+, are notified of their right to appeal within 45 days same time of HLIS and intake interview. Correspondence is in parents' preferred language. ENL Coordinator is responsible for the process. Copies of letters are filed and maintained in student file in ENL office

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

LAC sits down and discusses options after parents view orientation video. All is done in 1 day. Our student intake procedure is founded on a "here and now " policy. At the time of admission students are required to come with a parent or guardian. The parent orientation, interview, and program decisions are conducted within the same day by the ELL Coordinator, a licensed pedagogue. In rare cases where the parent cannot stay for the entire process which takes about 2 hours, arrangements are made for an appointment within the next week. To ensure that parents understand the programs available in the school, we start by assessing the language preference of the parent and give them a general orientation of the programs offered in NY City public schools. As part of the parent orientations, we show all parents, in their native language, the DOE provided video about ELL identification and placement . After viewing the video parents are encouraged to ask clarifying questions and the ENL Coordinator, a licensed ENL teacher, further explains to the parents the essence of the programs presently offered at the EBT High School . Parents leave with the understanding that although at the present time we are offering only Spanish TBE, and Free standing ENL, they may opt for any of the three programs presented in the video, TBE, Dual Language, or Free ENL and that they would be contacted as soon as we reach the necessary number of 20 requests per grade to open a bilingual or dual language program in the language of their choice. We also inform the parent that they have the option of transferring their child to another school that may offer the program they favor. The parents then are given a parent survey offered in their language of choice and the program selection form in which they mark the order of preference for the three programs; Free standing ENL,TBE, or Dual Language. Bilingual program is the default placement when a parent survey is not returned.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

LAC sits down and discusses options after parents view orientation video. All is done in 1 day. EBT uses a comprehensive distribution plan to reach all ELL parents so that they can always make an informed choice. Appendix K helps keep track of completion dates for forms and correspondence. Parental surveys and initial Program selection forms are completed at the time of admission in the native language. A copy is filed with the HLIS in the permanent record folder of the student and the original is filed as Intake and kept in the

ELL/Bilingual Office by the ENL Coordinator, Lori Goodman. Once it is established based on the NYSITELL results that the student is an ELL, an entitlement letter and the placement letter in native language are given to the parent by the ENL Coordinator. All parents are sent a placement letter as soon as the programs are finalized. Copies are kept on file in the ELL Compliance folder and stored in a file cabinet in the ENL/Bilingual Office. Continuance letters and other notifications concerning ELLs are distributed in English and Spanish and collected during Official class (period 3) and /or ENL classes by the two ENL teachers responsible, Lori Goodman and Kirstine Jungkurth. Continuance letters are sent home biannually, but we encourage parents to keep the program for the entire year. Continuance letters are filed by grade and program request and the tally is monitored periodically for necessary program modifications. If a form is not returned the student is placed by default in the TBE program as per CR Part 154.2. In their native language parents are given the opportunity to ask questions about each program. We explain to them that their child will be in the program for one year and that they will have the opportunity to decide whether to keep their child in the selected program or change it. We share with the parents the importance of not changing program and how it might be detrimental to their child's education. In addition, during open school nights and PA meetings we address issues regarding ELLs. Parents may also contact the LAB/BESIS coordinator or counselors on an ongoing basis and/or they can visit the Office of English Language Learners website at <http://schools.nyc.gov/Academics/ELL/FamilyResources/Parent+Information> for a link to the videos as well as all required documentation (and translations) for identification, parent orientation, and placement of ELLs. ENL Coordinator sits down and discusses options after parents view orientation video. All is done in 1 day.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. LAC keeps all originals as well as a checklist of returned forms. We try to get this selection at the time of intake interview, but if not, the ENL teachers explain to students and assign as "homework." At the beginning of each semester, by consulting Appendix K, we can see which families haven't returned forms; reminder calls to homes are occasionally required when/if parent surveys & program selection forms are missing from initial intake packet and/or are not returned within a week of distribution. Ms. Lori Goodman is responsible for these parent communications.
9. Describe how your school ensures that placement parent notification letters are distributed. Using Appendix K to track sent letters, ENL Coordinator keeps records of when letters go out and by which mode (mail or via student). When parent signs and returns, this is recorded on Appendix K and stored in student file.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Each ELL has a file in the ENL office. All forms for the student relevant to ELL status can be found in these files.
11. 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 school takes many steps to prepare and administer the NYSESLAT examination. Well in advance of the testing windows, the ESL staff and school-wide testing coordinator run a school-wide test history report as well as the report of students eligible to take the NYSESLAT in ATS to make sure all eligible ELL students have been identified. The list from ATS will be compared against the ESL department's existing list of ELLs to make sure all entitled/eligible ELL students will be tested. The testing coordinator and ESL /bilingual teachers review the IEP's of ELL students who are entitled to testing accommodations. The list of ELLs who have testing modifications listed on their IEP's is distributed to all staff members administering the examination to make them aware of the eligible accommodations for the students they are testing. We continuously check New York City's Assessment memo's site for test information, direction and guidelines. Once the testing windows are determined the testing coordinator and the ESL staff members along with administration will schedule specific dates each section of the NYSESLAT will be administered. Following considerations will be given when creating a schedule: a. How many students need to be tested in each grade and class? b. Location and personnel? c. Testing accommodations?
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Each semester the ENL Coordinator, Lori Goodman, reviews Appendix K notes to see if any continued entitlement and transitional support parent notification letters have not been distributed/received, and accordingly follows up by mail or via telephone.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Most low proficiency ELLs that are Spanish speakers choose the TBE program, while other languages and higher proficiency student parents tend to choose freestanding ENL. We create classes/sections upon need (sufficient numbers of students to warrant). After reviewing the data from the Parent Survey and Program Selection forms for the past few years, the trend of program choices that parents have requested indicates an increasing preference for the Transitional Bilingual Education program where students can learn English in the ENL class while still developing content area knowledge in their native language and English. Another trend that has emerged after reviewing the data from the parent selection forms is that once students have gained basic interpersonal communication skills (BICS), they tend to request a change into the Freestanding ENL program, transitioning into all monolingual classes. In summary, most lower proficiency ELLs that are Spanish speakers choose the TBE program, while other languages and higher

proficiency student parents tend to choose freestanding ENL. We create classes/sections upon need (sufficient numbers of students to warrant). For the current school year 46 students have opted for the Bilingual program, and 20 for the Free standing ENL.

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.

The High School for Enterprise, Business and Technology (EBT) follows a self-contained (stand alone) organizational model where students who share the same language requirements are programmed in the same classroom according to English proficiency levels (Entering, Emerging, Transitioning, Expanding & Commanding). This model creates a more positive and supportive environment for meeting both the academic and social-emotional needs of each child. Students in the Free Standing ENL program take general education classes appropriate for their grade level. Additionally, this year for the first time, we are instituting an Integrated ENL model, AKA "Push-in" / Collaborative teaching model, wherein ENL teachers are pushing into content area classes and co-teaching. This is necessary due to the new CR part 154 changes. Instruction for ELLs is delivered in several ways to accommodate the individual learning styles of each child (e.g., visual, auditory and kinesthetic). Instruction models for ELLs rely heavily on the workshop model approach, collaborative learning model, differentiated instruction, and Howard Gardner's multiple intelligence modalities. Emphasis is placed on the four modalities of language learning: listening, speaking, reading, and writing. The program model that is used for ENL instruction within the Free Standing ENL program and program is a homogeneous model in which all students are programmed for ENL classes according to their respective proficiency levels as determined by the NYSITELL and the New York State English as a Second Language Assessment Test (NYSESLAT).
 - b. TBE program. *If applicable.*

Students in the TBE program take both bilingual classes in the core content areas (e.g., math, science, and social studies) and general education classes (e.g., physical education, music, and art) and are programmed heterogeneously regardless of proficiency level. They are homogeneously programmed to 1 period of standalone ENL according to their NYSITELL or NYSESLAT placement.
 - c. DL program. *If applicable.*

n/a
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

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

program to ensure that the mandated number of units is in compliance with NYS CR Part 154. a. ESL instruction is required for all ELLs as mandated under CR Part 154. Regardless of program choice, all students are programmed for ESL instruction according to their proficiency level as determined by the NYSESLAT test results.

- Entering ELL students receive at least 3 units of study or 540 minutes per week as follows:
 - o 1 period of standalone ENL instruction five days per week for a total of 225 minutes per week ($45 \times 5 = 225$ minutes);
 - o 1 unit of study of integrated ENL (such as co-teaching in Social Studies, Math or Science, $45 \times 4 = 180$ minutes)
 - o 1 unit of "Flexible" integrated ENL in content area (interpreted as co-teaching by 2 individually certified teachers in Social Studies, Math or Science, $45 \times 3 = 135$ minutes)

- Emerging ELL students receive at least 2 units of study or 360 minutes per week as follows:
 - o 1 period of standalone ENL instruction five days per week for a total of 225 minutes per week ($45 \times 3 = 135$ minutes);
 - o 1 unit of study of integrated ENL, i.e. ENL/ELA (such as co-teaching in Social Studies, Math or Science, $45 \times 3 = 135$ minutes)
 - o .5 unit of "Flexible" integrated ENL in content area (such as co-teaching in Social Studies, Math or Science OR standalone ENL/ $45 \times 3 = 135$ minutes)

- Transitioning ELL students receive at least 1 unit of study or 180 minutes per week as follows:
 - o NO standalone ENL instruction
 - o .5 unit of study of integrated ENL/Content area (such as co-teaching in Social Studies, Math or Science OR 1 dually certified ELA/ENL teacher; $45 \times 2 = 225$ minutes)
 - o .5 unit of "Flexible" integrated ENL in content area (such as co-teaching in Social Studies, Math or Science, $45 \times 2 = 90$ minutes)

- Expanding ELL students receive at least 1 unit of study or 180 minutes per week as follows:
 - o NO standalone ENL instruction
 - o 1 unit of study of integrated ENL/Content area (such as co-teaching in Social Studies, Math or Science OR 1 dually certified ELA/ENL teacher; $45 \times 4 = 180$ minutes)

- Commanding ELL students receive at least .5 unit of study or 90 minutes per week (for 2 years after passing the NYSESLAT) as follows:
 - o .5 units of "Flexible" integrated ENL in content area (such as ENL teacher co-teaching in Social Studies, Math or Science, $45 \times 2 = 90$ minutes)

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

3. Describe how core content is delivered in each program model. 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.
- EBT believes in engaging students in collaborative learning as a means to raise student achievement and improve language development. Academic rigor is encouraged by creating curriculum maps that include essential questions, clear learning targets, challenging tasks aligned with Common Core Standards, content-based vocabulary, a variety of formative and summative assessments, and appropriate text and additional resources proven effective in acquiring content mastery (e.g., graphic organizers, visuals, manipulatives, etc.). Lastly, the strategic grouping of students (based on both qualitative and quantitative data) facilitates their comprehension of content in classes. The following instructional approaches and methods, aligned with Common Core Learning Standards and New York State ENL Standards, are emphasized:
- o Achieve3000 and Castle Learning guided reading and writing activities
 - o Collaborative team projects based on clearly defined tasks and assessed with the use of rubrics
 - o Listening and speaking activities in the classroom based on the principles of accountable talk
 - o Reading and writing activities in ENL, ELA, and Native Language Arts classes such as:
 - Use of graphic organizers as tools to guide students through historically challenging tasks such as essay writing
 - Read Aloud-Think Aloud-Talk-Aloud (RA-TA-TA) and
 - Independent Reading (IR) sessions

The Free Standing ENL content area classes are taught in English and students are encouraged to transfer the language skills from their first language to the target language, English. Students may use their native language for clarification of ideas and understanding but strong emphasis is placed on English usage in all of the modalities. The foundation of the ENL program is grounded in socio-cultural learning theory (the Zone of Proximal Development and scaffolding theory). In addition, teachers of ELLs

a wide array of in-class and online assessment strategies to gauge students' levels of comprehension. Online resources for learning and assessing include We are NY web series (nyc.gov), Castlelearning and Achieve3000, while texts include the Visions series (Thompson), Readers Notebook English Learner's Versions (Prentice Hall), and leveled readers by Houghton Mifflin. In addition, Oxford and Word by Word Basic (Pearson) picture as well as bilingual dictionaries and glossaries are used and encouraged. Lessons come from the content areas as well as English literature and news, and ENL teacher provides support via pre-teaching vocabulary, collaborative learning and bilingual glossaries and assignments.

In the TBE program, content area instruction is provided in the native language, as are resources (such as Pearson's La Historia Del Mundo and Castlelearning online (students can see questions in English an/dor Spanish). English is used in a systematic and structured manner that is designed to develop the cognitive skills of ELLs. The focus of the TBE program is for ELLs to maintain and strengthen the strong language skills of their first language while transferring these skills to the second language. Achieve3000, Castlelearning, graphic organizers and accountable talk are some of the resources used by our TBE teachers and students.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

PELLs are appropriately evaluated in their native language through teacher-generated language assessments and on-line diagnostic exams such as the Pearson Diagnostic and Achieve3000 lexile level (in Spanish mode). Castlelearning is another online resource which includes Regents questions in Spanish, and is available for all EBT teachers.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are appropriately evaluated in all four modalities of English acquisition through teacher generated formative and summative assessments infused in every unit of study as well as through the periodic ELL assessment administered twice a year, in the fall and spring. Additionally, listening and speaking practice is assessed through class participation, oral exams and listening quizzes on at minimum a monthly basis. Reading comprehension and lexile level are assessed online via Achieve3000 3 times a year.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Each ELL group is as unique as each student in the sub-group. That stated, available data is analyzed for trends to identify strengths and areas for growth. A comprehensive plan that differentiates instruction according to the needs of each is then developed. Page 33 a. Plan for Students with Interrupted Formal Education (SIFE) The instructional plan for SIFE focuses on intensive English language instruction that teaches both social and academic language. English language instruction is given in a block schedule format to maximize continuous instruction. SIFE students follow a thematically organized curriculum with fewer topics that concentrates on depth of knowledge rather than the breadth of multiple topics. In addition to receiving ESL services, SIFE students receive additional support through Title III after school programs to support reading and writing fluency. The plan also consists of tracking down any available transcripts from past schools, holding a meeting with the student, guardian, guidance counselor and ESL teacher and requiring attendance at after-school and Saturday classes in addition to scheduled meetings every three months to assess student progress within the school. SIFE are also administered the Pearson Periodic Assessment to assess their proficiency levels in listening, reading, and writing.

b. Plan for ELLs in school less than 3 years/ Newcomers After being NYSITELL tested, students are given the appropriate schedule. The focus for newcomers is learn the routines, rituals, and best practices of academically successful students. Students are encouraged to develop their reading, writing, listening, and speaking skills through a variety of interesting and engaging activities both in and out of the classroom. Students use both Achieve3000 and Castle Learning to increase their literacy. In addition, they are encouraged to participate in after-school activities and Saturday tutoring programs. Finally, Newcomers are administered the Pearson Periodic Assessment to assess their proficiency levels in listening, reading, and writing.

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

d. Plan for ELLs in school 6 years completed or more / Long Term ELLs For long-term ELLs, additional instructional support is offered through the Achieve3000 and Castle Learning programs and by providing individualized remedial instruction during the Lunch and Learn program, after-school tutoring programs, and on Saturdays. For students reaching proficiency, they will be gradually placed in general education classes according to the transitional support plan. Long Term ELLs are administered

the Pearson Periodic Assessment to assess their proficiency levels in listening, reading, and writing.

e. Plan for former ELLs For two years after their exiting the program, former ELLs are benefiting from all test accommodations current ELLs are entitled to ; extended time, bilingual dictionaries and glossaries, and three readings for the ELA Regents. General ed / mainstream teachers are made aware of the status of former ELLs and use differentiated approaches to ease the adjustment of former ELLs to the new learning environment and new peers. As per CR Part 154.2, those scoring Commanding on the NYSESLAT receive 90 minutes per week of mandated services for two years after exiting ELL status.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Within 45 days of student enrollment, parents can appeal the re-identification of their child beginning with a written request as follows:

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. ENL Coordinator, Lori Goodman, reviews all documents related to the initial or reentry identification process detailed above.
3. ENL Coordinator reviews the student's work in English and in the home language.
4. ENL Coordinator may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
5. ENL Coordinator consults with parent or guardian.
6. ENL Coordinator conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.
7. ISS staff/ENL Coordinator consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if the/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.
11. All notifications and relevant documents must be kept in the student's cumulative folder.
12. A bilingual or English to speakers of other languages teacher, certified pursuant to CR Part 80, who is fluent in the home language of the student and parent or guardian, or uses a qualified interpreter/translator of the language or mode of communication the student or parent or guardian best understands, or (2) a teacher who is certified pursuant to CR Part 80, and has been trained in cultural competency, language development and the needs of English language learners, and who is proficient in the home language of the student or parent or guardian or uses a qualified interpreter/translator of the language or mode of communication the student or parent or guardian best understands.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, Holger Carrillo, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

Ensuring academic progress is a great challenge during this period. ENL Coordinator and content area teachers will need to convene to review and discuss student's progress by comparing "Before" and "after" available student work, such as Achieve3000 reading lexile level.

Chart 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 who are identified as having special needs are provided special education programs and services in accordance with their individualized education program (IEP) in addition to ESL services aligned with their proficiency level and accordance with CR Part 154 regulations. Students with an IEP are programmed into CTT classes, in which they are given special attention by both the content-area teacher and a special education teacher or para-professional. The special education teacher meets with an ENL teacher to confirm that she has any necessary materials to make content understandable to the ELL student. ISS admin is responsible for ensuring all SWDs receive services mandated on the their IEPs, while ENL Coordinator ensures compliance as per NYSESLAT/CR-154 (i.e. ELL-SWDs receive ENL and/or bilingual instruction as per NYSESLAT level and parent program preference). ELLs with special needs are also administered the Pearson Periodic Assessment to assess their proficiency levels in listening, reading, and writing. Lastly, the guidance counselors routinely evaluate the transcripts of ELLs with an IEP. Achieve3000 non-fiction reading software is employed to help ELL-SWD students understand content at their grade level but at a customized reading level.

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

In order to ensure that ELL/SWDs benefit from scheduling flexibility as recommended by their IEPs, the program office, the ENL Coordinator, and the ISS grade adviser work together to give priority in programming to these student groups. Students are scheduled for the appropriate classes and instruction is guided by each student's IEP goals. As mandated by the Individual Education Program students receive services based on their individual needs following the continuum of a least restrictive environment as recommended by the IEP. Curriculum maps in all content areas suggest modifications guided by the UDL principles meant to facilitate learning for diverse student groups including ELL/SWDs. Teachers also use extensive differentiation of instruction that links to the varied learning styles of the individual students. Whenever possible, flexible programming is used to maximize time spent with non-disabled peers. Starting with the IEP, programming requirements, interviewing the student and finally with the best judgment of ISS/ENL teachers & administrators, decisions are made on how/when to place ELL-SWDs in ICT classes.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		

The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study per week (540 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <u>or</u> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <u>or</u> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

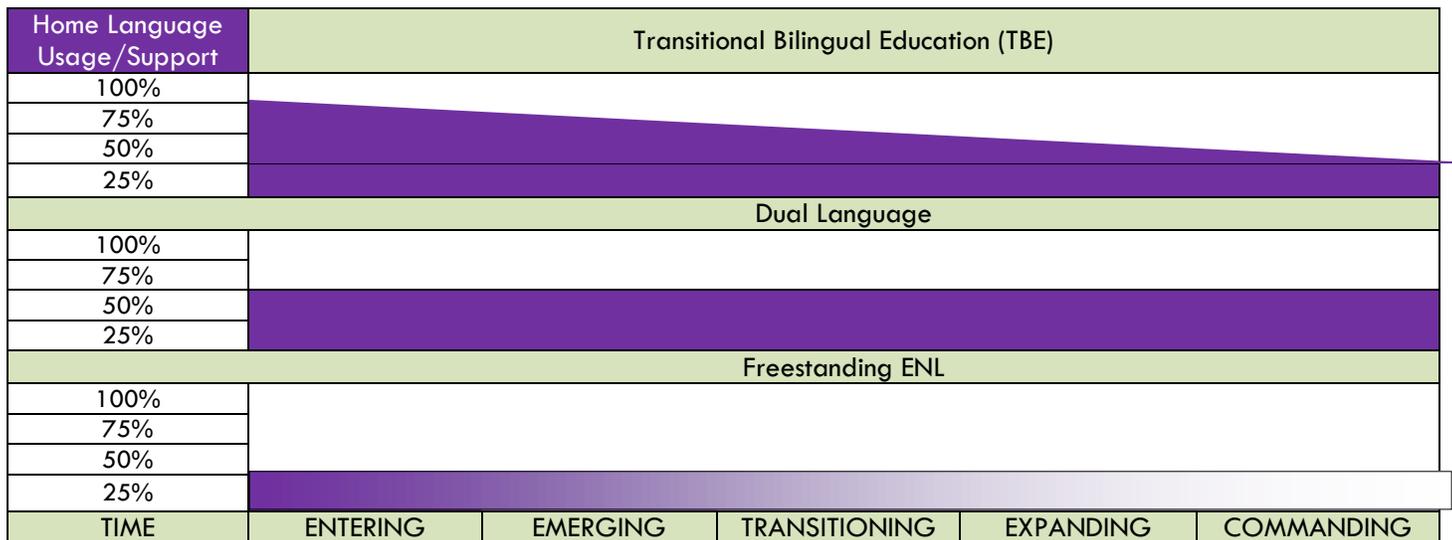


*: Chart “r approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Data collected from ARIS, Regents results, RLAT, Achieve 3000 reports, teacher assessment, anecdotal notes, and attendance records are analyzed by teams of ESL and content area teachers during common prep time in order to identify and plan effective intervention addressed to the needs of different groups of students. Data is used to design individualized and group instruction, facilitate parent communication, and to make appropriate referrals to other services. Our goal is to get interventions for the students as soon as possible. Ultimately, we hope that through interventions students will reach their true academic potential. All teachers attend workshops throughout the year on UDL, and ESL methodology meant to address specific needs of all groups.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- As the assessment data from AMAO I and AMO II reveals, our Freestanding ESL program moves upwards towards reaching its goals of language development growth and proficiency. The highly differentiated, content based, Achieve 3000 program is used successfully in all ESL and some Bilingual Social Studies classes for skill development, interdisciplinary, domain specific content, as well as a remedial tool. The students work towards the benchmark of 40 articles a term which helps them accelerate filling the gap between their grade level expectations and their current reading level based on the lexile measurement. The Spanish Support and Full Spanish versions of the Achieve 3000 help ELLs with content comprehension in their native language and with scaffolding support in English. According to the interim Level Test predictions based on the students use of the program and the activities results, the average lexile will grow with 60 L per student from their starting lexile registered in October. 99 out of the 116 ELLs are actively using the program and 20 have already reached the 40 article benchmark for the fall semester. The TBE program allows students the transfer of first language skills and facilitates their comprehension of higher order concepts in English and the native language. As a result most bilingual students choose to take the Regents exam in Global and US History in Spanish. A list of all ELLs is available to all teaching staff on EBTbrooklyn google drive and on Jupitergrades so that all teachers can identify their students' profile and provide the necessary individual intervention to every one of them. As a result the passing rate in the content areas has increased from MP1 to MP2. Attendance of ELLs to the Saturday Academy classes has increased compared to last year's and the overall motivation and participation of the students has improved significantly. The instructional shifts in effect in all content areas including ELA and beginner ESL classes make us hopeful that the signs of academic growth will be evident in the results of the upcoming Regents as well as in the students final grade average and graduation rate.
12. What new programs or improvements will be considered for the upcoming school year?
- We are purchasing the new CCLS aligned Achieve3000 software program for use in beginner, intermediate and advanced ESL classes and for after-school and Saturday tutoring programs. EBT is making this investment of time and money to purchase and use this program as a direct result of the positive feedback that we have received from other schools that have used this program: 1
13. What programs/services for ELLs will be discontinued and why?
- We will discontinue using the old NYSESLAT prep books as the new test is different and the books are less relevant.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All students at EBT have full and equal access to all school programs and extra-curricular activities. ELLs are encouraged to Page 37 participate in all physical, social, and academic activities. ELLs are also encouraged to form any clubs that may be of particular interest to them. Students must follow the rules and guidelines for extra curricular activities and all groups and/or clubs have equal access to meeting spaces, school periodicals, bulletin board space, etc.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
- Materials used in the classroom include class packs of Visions, KAPLAN Regents Prep, Getting Ready for the NYSESLAT and Beyond; Azar grammar workbooks and accompanying materials; and Word by Word picture dictionaries, Oxford Picture dictionaries, with accompanying workbooks, Class library with level readers, multimedia materials, and teacher's guides. In addition, a mobile laptop cart consisting of 20 laptops is currently being shared by the two ESL teachers. Each content department is responsible for having materials appropriate to the learning level of its students. For ELLs, these include textbooks in their native language, reading materials—including text and trade books—at lower reading grade levels. Subject area teachers are required to have word walls of content-specific vocabulary, to help lower level readers, including ELLs, with any necessary vocabulary. ELLs with special needs are provided with materials that are specified in the Individualized Education Plan (IEP). Materials that are specific to the student's disability and/or special need is evaluated by the special education teacher and the ESL teacher and then provided to the student. Materials for content area subjects are also evaluated and provided to the student.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- In the Freestanding ESL program, the ESL teachers meet with the content area teachers to incorporate teaching strategies and activities that connect English and native language within their lessons to support ELLs within their classrooms. In addition, every content area classroom is provided with bilingual dictionaries and glossaries. In the ESL classrooms, students are encouraged to read books in both English and their native language during independent reading. Lastly, all ELLs are provided with bilingual text in all of their content area classes. In the transitional bilingual education program, students receive 45 minutes of native language

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

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels. All materials, services, and resources that are used with the ELL population are reviewed to make sure that they are age and grade level appropriate. Furthermore, instruction is differentiated according to content, process and product. Lessons are planned with consideration to individual learning and conative styles. Students also have the multiple opportunities to select readings or texts that are interesting to them (e.g. Achieve3000 articles and independent reading books). 17
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Paste response to question here:

19. What language electives are offered to ELLs?
At the present time, the only language elective offered at EBT is Spanish
20. For schools with dual language programs:
- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

n/a

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Our ENL teachers and hopefully our CPE will provide professional development seminars that address the needs of ELLs. Workshops are offered during faculty and department meetings as well as during days designated by the DOE as professional development days. The focus of the professional development is to make teachers aware of the different needs and learning styles they will encounter with ELLs, and to show teachers how to use such techniques as differentiated instruction, the workshop model to educate our ELLs, and best practices for co-teaching strategies and integrating language and content instruction for English language learners. In addition, ELL teachers will receive professional development during common planning time, lunch, before or after school for each of the topics below:
 - OCTOBER: Online Diagnostic assessment tools (Achieve3000, Castlelearning, etc.)
 - NOVEMBER: Designing coherent instruction
 - DECEMBER: Planning based on Danielson's framework
 - JANUARY Citywide instructional expectations & Instructional shifts 10/11
 - FEBRUARY: NYSESLAT
 - MARCH: Teaching students to think : the teaching channel, Learning to think, a foundation for analysis-Scaffolding.
https://www.teachingchannel.org/videos/teach-students-to-think?utm_campaign=digest&utm_medium=email&utm_source=digest, Implementing Bloom's taxonomy in the ESL classroom and much more.
 - APRIL: Taking Regents in 2 languages?
 - MAY: Preparing for Regents

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

- Differentiated Instruction
 - Preparing Students for the NYSESLAT
 - Common Core State Standards and Curriculum Mapping for ELLs
 - Promotional Policy
 - Language Allocation Policy (LAP)
 - Analyzing and planning using AMAO's
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
At EBT HS training and classroom implementation of the CCLS/CCR is an ongoing endeavor. It began during 2011-13 when selected teachers attended CFN PDs and turnkeyed to the rest of the staff at in house PDs. Departments developed and implemented CCLS unit plans to serve as models. Currently teams of teachers meet weekly within the common prep PDs to explore online resources offered by the DOE site, The Teaching Channel, Educators 4 Excellence, School Improvement, PD 360, etc., and discuss implementation of the common core for our ELL population. In addition, representative ENL and Bilingual teachers from our school attend workshops and training sessions offered by the Office of ELLs and the UFT and turnkey the ideas to the rest of the staff. Periodically, at least twice a month, teachers reflect upon and share best practices and thoughts about the effectiveness of implementing ideas and activities discussed during the UDL and Common Core focused workshops.
 3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
.Staff members of all departments including guidance, attend professional development programs for high school teachers that help them understand the developmental needs of young adolescents, especially when transitioning from middle school to high school . The Guidance , the ENL , and ISS teams participate to joined workshops to address the programming needs of each student based on data provided by NYSESLAT/NYSITELL analysis as well as ATS exam history reports from middle school.
 4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

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

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

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

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

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Appendix K is used to track meetings, letter distributions, etc. of ELL parents

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents are invited to participate in their children's education by monitoring their grades, attendance and assignments via Jupitergrades and regular communication with teachers. Additionally, field trips foster parental involvement. For example, parents are invited on field trips to El Repertorio Espanol, museums or the Metropolitan Opera. Additionally, they are invited to the Humanities and Math/Science Fairs. Individual teachers may have parents come in to assist or speak to their children's classes. The role of the Parent Coordinator is to encourage increased parental involvement via actions such as phone calls and fliers.

EBT has partnered with agencies such as the Metropolitan Museum of Art, Metropolitan Opera, the Museum of Modern Art, and the St. Nicholas Preservation Corporation in order to provide workshops or services to ELL parents. Additionally, parents are invited on field trips to El Repertorio Espanol or the Metropolitan Opera. Additionally, they are invited to the Humanities and Math/Science Fairs. Individual teachers may have parents come in to assist or speak to their children's classes.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? For example, parents are invited to participate in numerous activities which take place during our school's Saturday Institute program. For example, parents of ELLs are offered instruction on how to use a computer and navigate the Internet for different purposes, including learning English. Computers are available at meetings as well and used for a variety of reasons. For example, if a parent needs information about a particular topic, the parent can search for the information using the Internet; direct instruction is offered to parents who need it. Additional services include the presence of an interpreter at meetings, the translation of letters (in the home language indicated on the HLIS) sent home and the use of the Department of Education translation unit. We also are partnering with the non-profit organization Buildon which organizes events and opportunities for volunteering in the community, such as planting trees. At holiday time, we go caroling at varied city nursing homes and senior centers. Additionally, we work with the NHS (National Honor Society) on fundraising events such as the Breast Cancer Walk. ELL parents are invited to participate with their children in these community activities.

5. How do you evaluate the needs of the parents?

Via a steady line of communication via email, Jupitergrades and telephone, we listen to and learn about needs of parents. Also, we use information from the DOE parent survey and informal focus groups and conversations with parents to evaluate and address their needs. When possible, we invite parents to be participants in round-table meetings where organizations such as the Leadership Program generate conversations about the needs of new immigrant parents and how the school can help them to facilitate their acculturation to their new community. In addition, the needs of parents are addressed at school events such as PA meetings and Open School Night/Afternoon. Furthermore, Principal Holger and his administration maintain an open door policy in order to facilitate effective communication with parents. In addition to assessing the needs of ELL parents during face to face activities, we use information from the Learning Environment Survey and the Parent's preferred language card to better understand and serve the needs of the parents of ELLs. During these round table discussions, we can assess the needs of parents of ELLs. Parents are provided with information about resources available to them and their community such as health clinics, immigration services, arts organizations, GED programs, English classes, etc. Parents are also encouraged to participate in school tours, observe classes, and meet the EBT faculty and staff. Native speakers of other languages among our staff members are invited at all these events to serve as interpreters for parents who speak the same language and limited limited English proficient.

6. How do your parental involvement activities address the needs of the parents?

EBT has an established Parent Association (PA) that meets on a monthly basis and addresses the needs of all parents, including the parents of ELLs. At the beginning of the school year, ELL parents also participate in a school wide orientation where they visit the school, participate in a school tour, observe classes, and meet the faculty and staff. Teachers and administrators conclude the event with a question and answer session. In addition, there are numerous opportunities for all parents to participate in events such as the The Metropolitan Opera HD Live series, school performances, Saturday Institute, and educational field trips such as college visits. Parents of ELLs are invited to attend these activities for their enjoyment. In addition, their help is solicited in the planning and supervision of school events. Invitations to all events are disseminated in English and Spanish and during the events native language interpreters are available to translate and/or the answer questions. Through the entitlement and placement letters, all parents of ELLs are provided a contact number that facilitates communication with the ELL Coordinator at any time during school hours. Communication in Spanish, Bengali, and French is readily available through the Family teacher and bilingual staff members. Additional services include the service of an interpreter at meetings, the translation of letters (in the home language indicated on the HLIS) sent home and the use of the Translation and Interpretation Unit. In addition, we invite parents to Saturday and after school enrichment activities, including Achieve3000 English reading software tutorials.

D. Additional Information

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

Our school is migrating toward increased bilingual program participation (TBE) and SIFE students, which we are less prepared for & experienced with. We will need additional support and resources from the Office of English Language Learners and our CPE, Tatyana Ulubabova.

School Name: _		School DBN: #INGEST ERROR!	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Holger Carillo	Principal		10/26/15
Mitch Schragar	Assistant Principal		10/26/15
Ingrid Geraldo	Parent Coordinator		10/26/15
Lori Goodman	ENL/Bilingual Teacher		10/26/15
Ingrid Geraldo	Parent		10/26/15
Tamara Montano	Teacher/Subject Area		10/26/15
Edwin Lara	Teacher/Subject Area		10/26/15
Hippolito Fernandez	Coach		10/26/15
	Coach		10/26/15
Neli Rivera	School Counselor		10/26/15
	Superintendent		10/26/15
Bernadette Fitzgerald	Borough Field Support Center Staff Member _____		10/26/15
Tatyana Ulubabova	Other <u>ELL CPS</u>		10/26/15
	Other _____		10/26/15
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 478 **School Name: Enterprise, Business & Technology**
Superintendent: Karen Watts

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnedoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

We use the ATS UPPG report, which is updated regularly with the parents preferred language for communications by grade and by class. In order to facilitate parental involvement and active participation to our school community, we canvas the language preference for communication with parents and guardians in several ways. At the time of the child's enrollment parents fill out the Language of Communication Preference Form which serves as a starting point for assessing translation and interpretation needs. We also gather data from ATS Language preference reports to assess the language of communication needs of the parents of the entire student population in our school, not only the ELLs. In addition, we screen the data from the Home Language Identification Survey, (HLIS) and interview with parent, the Bilingual Education Student Information Survey (BESIS) reports, and ATS bio reports to anticipate the needs of translation and interpretation services in different languages.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Parents and students were interviewed as part of the orientation when first admitting their children to the school. The data show a large number of students who have reported Spanish as their home language. A review of the data gathered from ATS/UPPG indicates that currently the majority of parents prefer communication in English, but 371 parents of EBT students, ELLs included, prefer Spanish as the

language of written and oral communication, The overwhelming majority of parents of our English Language Learners indicate a preference for written and oral communication in English.

A small number of parents (the whole school, not just ELLs) expressed their preference for other languages as follows:

13 Bengali, 4 Chinese, 3 Fulani, 1 Haitian, 2 Arabic, 1 French, 1 Urdu, 1 Tibetan, 1 Nepali & 1 Swahili. These findings were reported to our school leadership team, to the assistant principals, to the teachers, and to the parents at regularly scheduled meetings of each respective group. In addition, we conduct an informal survey of both students and parents on our school website (www.ebtbrooklyn.com).

As common practice, all correspondence with the parents is sent home in English and Spanish. For the other languages we use staff members who speak the language to translate or the DOE Translation and Interpretation Unit.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Documents distributed to all parents every year that require translation are parent-teacher conference announcements, after-school/Saturday program information & NYS testing dates. Additional documents relevant to ELLs include entitlement/non-entitlement/continuation letters, Parent Program Placement Preference form & placement decision letters. These are all available translated to our parents' preferred languages on the DOE OELL website .

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

- Currently, Mr. Hippolito Fernandez, Assistant Principal of Pupil Personnel Services and Native Language Arts teacher, provides translation of written correspondences in Spanish to parents who have indicated Spanish as their home language.

- We will also utilize translation materials made available by the Office of English Language Learners for languages other than Spanish, as indicated on the Home Language Identification Survey (HLIS) and Bilingual Education Student Information Survey (BESIS).

- All students data, including grades comments, assignments , messages to students and parents sent by school staff through JUPITER GRADES are automatically translated and available to parents In Spanish

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as

possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Typically, we require interpretation services for parent-teacher conferences, including disciplinary meetings, DOE parent nights (in November and during the Spring), and IEP meetings.

Informal interactions anticipated include teacher, attendance teacher and/or guidance counselor calls to parents. These happen during the entire school year and are not possible to predict when they will occur.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

As much as possible we will use the free services of the DOE's T&I Unit or additionally, we keep a roster of bilingual staff who can be called upon to translate last minute documents.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Staff are made aware of translation services both in person at monthly staff meetings, as well as via email a link has been sent to our school's google drive where there is a document explaining how to use translation services.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We use feedback from the Board of Education's parent survey to understand parent views about the quality and availability of services. In addition, we are considering scheduling a focus group of parents inclusive of all cultures and languages represented in our school to gather feedback and best practices.