



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

32K545

School Name:

EBC HIGH SCHOOL FOR PUBLIC SERVICE—BUSHWICK

Principal:

SHAWN BROWN

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: EBC High School for Public Service School Number (DBN): 32K545
Grades Served: 9 – 12
School Address: 1155 Dekalb Avenue, Brooklyn, New York, 11221
Phone Number: 718-452-3440 Fax: 718-452-3603
School Contact Person: Shawn Brown Email Address: SBrown22@schools.nyc.gov
Principal: Shawn Brown
UFT Chapter Leader: Ms. Favard
Parents' Association President: Samary Trinidad
SLT Chairperson: Mr. Gerard Henry
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Ms. Samary Trinidad
Student Representative(s): Annie Rivera

District Information

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

Borough Field Support Center (BFSC)

BFSC: Brooklyn Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston Street, Brooklyn, New York, 11201
Director's Email Address: _____
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 School Comprehensive Educational Plan (SCEP) 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)
Shawn Brown	*Principal or Designee	
Nicole Favard	*UFT Chapter Leader or Designee	
Daisy Rodriguez	*PA/PTA President or Designated Co-President	
Angela Brown	DC 37 Representative (staff), if applicable	
Daisy Rodriguez	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Julio Lamberg	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Ana Quinones	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Ms. Asinet Gomez – El Puente	CBO Representative, if applicable	
Donna Whiteford – EBC/IAF		
Maria Colon	Member/ Parent	
Rosa Avila	Member/ Parent	
Kenya Guerero	Member/ Parent	
	Member/	
	Member/	

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

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP 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 SCEP 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 School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement 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 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.

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.

Accountability Tools 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 informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 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 SCEP 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:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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: SCEP 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.

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

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

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

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

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

32K545 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	516	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				28
Types and Number of Special Classes (2014-15)				
# Visual Arts	5	# Music	4	# Drama
				1
# Foreign Language	5	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	88.7%	% Attendance Rate		84.4%
% Free Lunch	89.9%	% Reduced Lunch		3.1%
% Limited English Proficient	19.5%	% Students with Disabilities		19.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		8.8%
% Hispanic or Latino	89.3%	% Asian or Native Hawaiian/Pacific Islander		0.8%
% White	0.4%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.18	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		5.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		9.91
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	44.4%	Mathematics Performance at levels 3 & 4		35.9%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	85.7%	% of 2nd year students who earned 10+ credits		78.1%
% of 3rd year students who earned 10+ credits	75.0%	4 Year Graduation Rate		58.6%
6 Year Graduation Rate	75.3%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			

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

Section 5A – 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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>As a school we have begun to developed CCLS aligned curriculum. In the past teachers worked in isolation or designed curriculum that was aligned content wise, but not aligned to all grades and contents. We have begun to create curricula that are employed as living documents via google documents. Special Education, ESL, and general education teachers now have the ability to plan and prepare in an authentically collaborative manner which ensures that all students have entry points and access to the curriculum. Our school was rated as developing around curriculum development on the school recent quality review. Because of this rating we have created the following annual goal.</p>		

Part 2 – Annual Goal

<p>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 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, the grade ten social studies teacher team will work collaboratively with the grade ten English teacher team to develop rigorously CCLS-aligned units of study and performance tasks to improve rigorous instruction as measured by the development of five units of study.</p>

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 Rigorous Instruction and the Common Core 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? (include school, educational consultants and/or CBO staff)</i></p>
<p>1. Curriculum Development Team – A curriculum development team will be created in order to ensure rigorous instruction is being developed. Teachers will work collaboratively to development CCLS aligned curriculum on a weekly basis via grade teams.</p>	<p>10th grade students</p>	<p>September 2015-June 2016</p>	<p>Gerard Henry – AP, Latasha Gray – AP, Shawn Brown – Principal</p>

1. Inter-visitation will take place within District 32 to identify curriculum development, pedagogical practices, and strategies used to properly assess student achievement.	10 th grade students	Sept 2015- June 2016	Gerard Henry – AP, Latasha Gray – AP, Shawn Brown – Principal
1. Special education, ESL, and general education teacher team work – Teachers will meet on a weekly basis to discuss students’ needs in relation to curriculum development, consider models of instruction that meets the needs of specific grade levels, and evaluate effective pedagogical modifications needed to address student needs.	10 th grade students	September 2015 - 2016	Gerard Henry – AP, Latasha Gray – AP, Shawn Brown – Principal
1. Parent Engagement – Parents will have the opportunity to meet with staff members on a weekly basis to discuss student achievement and build strong partnerships with members of the school community. The school will host a series of workshops training parents in understanding CCLS aligned curriculum.	Parents	September 2015-2016	Gerard Henry – AP, Latasha Gray – AP, Shawn Brown – Principal

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.											
1. Curriculum development teams will meet before, during, and after school. Curriculum team members will have common planning time to develop curricula. Schedule adjustments will be made based on a needs assessment for each teacher.											
2. Professional development will be provided for teachers on how to create CCLS aligned curriculum, units of study, performance tasks, and exemplar lesson plans.											
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	X	Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III	X	PTA Funded	X	SIG or SIF Grant		School Success Grant		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.

As a school we will monitor progress towards the above mentioned goal during the second marking period of each semester of the school 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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

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

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

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

As a school we have developed an advisory model. Each student is given an advisory that travels with the student from the first year of high school until graduation. Within the advisory students develop healthy relationships, learn how to develop conflict resolution skills, and get support with social/emotional challenges they may face. As a school we desire to improve upon this structure within the school. We desire to improve the students’ desire to learn and challenge them to become more actively engaged in the learning process.

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

By June 2016 there will be a 3% increase in the whole school attendance rate as measured by the school’s annual attendance report.

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 and the Common Core in order to support their children at home. 	<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? (include school, educational consultants and/or CBO staff)</p>
<p>Attendance Team – The school will form an attendance team. Each day team members will receive student attendance, support for LTAs and frequently late students.</p>	<p>Students with attendance percentages between (60-75%)</p>	<p>September 2015-June 2016)</p>	<p>Shawn Brown – Principal, Latasha Gray, and Gerard Henry – AP, Vanessa Santos</p>
<p>ESL/Special education students – Phone calls will be sent home in both Spanish and English for ESL students. Special educations teachers will also make follow up phone calls to students on their case load.</p>	<p>ESL and Special Education students in the 10-11th grade</p>		

Attendance Incentive Programs – Students with consistent and improved attendance will be provided with various incentives (parties, prizes, and other school activities).			
Professional Development – Teachers will be provided with instructional strategies to help improve student engagement, high interest text will be purchased, technology- based learning hardware/software, curriculum modifications for ESL/Special education students, etc.)			
Specialized courses – As a school we will create CTE, AP courses, honors, and remedial courses for students. Teachers will obtain additional certification in these areas.			

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.											
<ul style="list-style-type: none"> • Family workers will be used for home visits on a weekly basis. • Attendance teams will meet once a month on Saturdays to work collaboratively with parents. • The school Parent Coordinator will conduct training for families on a monthly basis • EBC/IAF – Will provide outreach services to parents. • El Puente – Will work with ESL students and parents within the school on a weekly basis. • Curriculum development, instructional practices, and assessment – teachers will be trained on how to develop engaging curriculum, develop engaging instructional practices for ESL/Special Education students, and assess the implementation of these initiatives. • Technology, hardware, materials, software 											
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	X	Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III	X	PTA Funded		SIG or SIF Grant		School Success Grant	X	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.

1. Weekly meetings will be held to assess improvement in student attendance.

2. Monthly meetings will be held with parents of students with consistent attendance issues. These meetings will continue to take place until June 2016.

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

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>As a school we desire to create curriculum that is aligned to the Common Core, engages students, that is research-based, provides entry points for all subgroups, and developed collaboratively amongst teachers across all contents/grades. We have begun to develop structures to ensure that this happens and we desire to continue in this work. Our instructional practices are inconsistent school-wide. We are still developing a common language around what quality planning/preparation should look like as a school. The need for this goal stems from our recent quality review. We were rated as developing in the area of curriculum development.</p>		

Part 2 – Annual Goal

<p>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 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, grade level team members will collaboratively analyze teacher-made curriculum maps, units of study, lesson plans, and student performance tasks to improve problem solving skills and evidence based writing as measured by a 15% increase in student scoring at or above passing rate on the common core ELA and Math regents.</p>

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 teacher-parent collaborations to improve student achievement. 	<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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Inquiry Teams – Grade level inquiry teams will meet weekly to collaborative develop curriculum, discuss the effectiveness of their pedagogical practices, and assess student achievement.</p> <p>Education Consultation – Educational consultants will be used to evaluate, train, and provide teachers regarding their practice in relation to Danielson’s framework.</p> <p>Arts programs – Various arts programs (visual, will be</p>	<p>10th and 11th grade students</p>	<p>Sept 2015 – June 2016</p>	<p>Shawn Brown, Latasha Gray, Gerard Henry, Joseph Mungoli, Darnese Olivieri,</p>

<p>used to help develop more rigorous, engaging curriculum for students.</p> <p>CTE training – Certified teachers will be trained in CTE.</p> <p>AVID training - The school will also provide teachers with training via AVID.</p> <p>SIFE and STH – SIFE and STH programs have been initiated this year and will continue next year.</p> <p>Dual Language program - We will also have a dual language program that will take place on Saturdays.</p>			
<p>Co-teacher Planning – Special Education and General education teachers will meet once a week for approximately 1 hour to develop curricula that meets the needs of Special, ESL, and general education students. Curriculum and pedagogical modifications will be monitored each marking period by administration using student data.</p>	<p>10th and 11 grade ESL and Special education students</p>	<p>September 2015 – June 2016</p>	<p>Gerard Henry, Keith Santos, Alex Broz</p>
<p>Parent Engagement – Parent meetings will be held monthly. During this time parents will have the opportunity to review curriculum, meet with teachers, discuss concerns around instruction, etc.</p>	<p>All students and all parents</p>	<p>Sept 2015- June 2016</p>	<p>Samary Trinidad, Gerard Henry</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.

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

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	X	Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	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.

- During monthly meetings with the SLT team members.
- During scholarship reports each marking period.
- Wednesday grade team meetings will be dedicated to evaluating teacher practice through intervisitation, lesson tuning, virtual lesson observations, etc.
- Tracking of teacher observations in advance.

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

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	D
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
As a school we believe that educational leadership is the most influential component of any educational facility. We aspire to create an environment of collaboration, develop a sense of inclusiveness, and raise the entire school community's expectations around student achievement. Though we have grown in this areas we still need to improve our ability make strategic programmatic modifications and appropriately use resources (human and fiscal).		

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 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2016, School leaders will create/implement a professional development committee, train model teachers, and develop a professional development plan that build's teachers capacity to have students appropriately annotate informational text, create well written pieces of extended writing, while using provocative questioning and discussion techniques for ELL students during instruction, resulting in a 5% increase in teachers improving one performance level reflected in component 3B and 3C in <u>advance</u> .

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 parent leadership and engagement as a key lever for school improvement. 	<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? (include school, educational consultants and/or CBO staff)</i></p>
<p>AVID program – The school will be training teachers through AVID. Administration will also be trained in this program in order to support teachers.</p> <p>AP – Specific teachers will receive training for AP courses. An AP track will be created in each subject area.</p> <p>ICT training – Teachers will receive training through Borough offices. Teachers will be trained in planning instruction for all sub-groups, while paying special</p>	<p>9th – 10th grade ESL and Special education teachers</p>	<p>Sept 2015 – June 2016</p>	<p>Shawn Brown, Latasha Gray, Gerard Henry, Darnese Olivieri, Joseph Mungioli</p>

<p>attention to the needs of students with special needs, based on IEP annual goals.</p> <p>Teacher-Lead professional development – Model teachers will be selected to lead professional development around best instructional practices.</p> <p>Integrated Co-teaching professional development – Teachers will be provided with extensive professional development around ICT models of instruction, modifications for special education students, and best instructional practices.</p> <p>Inter-visitations/Video club – Teachers will be provided with training via inter-visitation with other schools and teachers within the building. Teachers will also be given the opportunity to work collaboratively and independently from administration through our school’s video club.</p>			
<p>We have already established and will continue our schools’ SIFE and STH programs.</p>	<p>9th -10th grade ESL</p>	<p>Sept 2015 – June 2016</p>	<p>Gerard Henry, Latasha Gray</p>
<p>Parent meetings and outreach - Our school’s Parent association will continue to meet monthly and also during the school’s SLT team meetings. Parents will have the opportunity to discuss concerns and make suggestions regarding the educational leadership of the building.</p>	<p>All parents and students</p>	<p>Sept 2015 – June 2016</p>	<p>Gerard Henry, Samary Trinidad</p>
<p>Administrative Professional development – All administrators will receive job embedded professional</p>	<p>Administration</p>	<p>Sept 2015- June 2016</p>	<p>Shawn Brown, Gerard Henry, Latasha Gray</p>

development via the district office and educational consultation.			
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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.											
<ul style="list-style-type: none"> • Professional development for school leadership • SLT team • Parent outreach • Instructional Cabinet team • Video club • Internal and External inter-visitation • Professional development and Curriculum development training for administration and staff 											
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	X	Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	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.
Each marking period school surveys, questionnaires, and feedback templates will be created for staff members to discuss their needs regarding support and leadership. Instructional team meetings will take place each month. The school’s professional development committee will co-plan with administration to ensure that teachers are being appropriately supported.
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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>Ass a school we have always been focused on engaging members of the school community. The importance of partnering with parents cannot be overstated. We aim to a welcoming environment in which parents provides the school with vital feedback about how we can better serve the students. We believe that communication to parents about their students’ progress towards academic goals is essential to students meeting those goals. Besides communication we believe that it is the school’s responsibility to provide parents with support in helping their child meet educational goals. As a school we still need to grow in our ability to share data in a way that promotes conversation amongst all stake holders. We also believe that the more we use data as the basis of our conversations with parents, it resolve many of the issues and concerns that teachers have.</p>		

Part 2 – Annual Goal

<p>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 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, the school will develop a more collaborative partnership with families and community organizations, as measured by a 5% increase in parents who agree or strongly agree on the school culture section of the NYC school survey.</p>

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) <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? (include school, educational consultants and/or CBO staff)</i></p>
<ul style="list-style-type: none"> • Professional development training for administration • Daily cabinet meetings for administrators. • Feedback sessions with parents, students, and teachers regarding educational leadership of the school. 	<p>All parents</p>	<p>September 2015 to June 2016</p>	<p>Principal , Assistant Principal, school leadership team, parent association, parent coordinator, guidance department, family workers, secretaries,</p>

<ul style="list-style-type: none"> • Coaching on how to provide accurate, actionable feedback to teachers. • Parent Volunteer program • Parent Association conversations around how to improve school. • Outreach to incoming students • Newsletters to parents • Social events for parents – Father’s day celebration, Mother’s day celebration, holiday gatherings, etc. • Adult computer courses. • Exercise classes for families • Basic computer courses. • AVID training for administrators • Educational leadership training for administration via borough office. • 			

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.											
Parent coordinator, parent volunteers, co-op students, per session for teachers and administration, materials for newsletters, postage for parents, outreach program for new students, adult education services for parents, EL Puente to reach out to parents within the community,											
Part 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	X	Title I TA		P/F Set-aside	X	21st Century		C4E

	Title I 1003(a)	X	Title III	X	PTA Funded		SIG or SIF Grant		School Success Grant		Other
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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.

During or school’s monthly SLT meetings, we will discuss the school’s progress towards this goal. We will also create internal surveys, questionnaires, and feedback templates to assess our progress towards this goal. We will provide all members of the school community with these forms during parent teacher conferences during the Fall and Spring semesters.

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 at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	School data via skedual, ARIS, incoming student reports NYSESLAT scores and MOSL assessments	Close reading, annotation, balanced literacy, extended writing,	Small groups	During the school day Before and after school, during the day and during Saturdays
Mathematics	School data via skedual, ARIS, incoming student reports NYSESLAT scores, regents scores and mosl assessments	Remedial math groups, ICT classes, Math Basic skills,	Small group – students are selected based upon data	During the school day
Science	School data via skedual, ARIS, incoming student reports NYSESLAT scores	Basic skills courses, regent prep, test taking courses, interactive writing,	Small groups	During the school day
Social Studies	School data via skedual, ARIS, incoming student reports NYSESLAT scores	Regents prep, test prep, test taking skills courses, ESL courses, short response skills, close reading of historical documents, art, and cartoons	Small groups	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Student IEP, consultation with parents, guidance department evaluations, initial IEP recommendations.	Group, individual and partner groups.	Small groups	During the school day

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

strategies. We provide professional development through peer groups via the school's network, grade teams, department teams, lab site classroom, the school's lead teacher, and also through frequent cycles of observations from administration.

Assignments – We assign teachers to courses in which they have shown proficiency. The level of proficiency is evaluated through student out comes. We evaluate state, local exams and make decisions based on these quantitative measures. We also assign each new teacher a mentor for the entire year. Each new teacher also meets with administration each week to create lesson plans, unit plans, review observation notes, etc. The school also provides support for teachers via the school's lead teacher. During the summer the school's instructional lead team meets to discuss the best assignments for all teachers.

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

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

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

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

Differentiated Professional Development – The staff has collaboratively developed a yearlong professional development calendar that is structured around CIE (City wide instructional Expectation), TEP (Teacher Effectiveness Program), and Danielson's Framework for teaching.

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

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

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

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

2b. High Quality and Ongoing Professional Development

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

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

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, 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	608,215.00		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	12,128.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,269,875.00		

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 School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to 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 SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school'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.

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

school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact; Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, CCLS, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;
- Our school will further encourage school-level parental involvement by:
 - holding an annual Title I Parent Curriculum Conference;
 - hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
 - encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
 - supporting or hosting Family Day events;
 - establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
 - hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents encouraging other parents to become trained school volunteers;
 - providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress activities and student progress;
 - providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

- I
- EAST BUSHWICK HIGH SCHOOL-PARENT COMPACT
- REQUIRED OF ALL SCHOOLS
- MAY BE LAST YEARS BUT MUST BE UPDATED
-
- Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.
- School Responsibilities
-
- Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:
 - using academic learning time efficiently;
 - respecting cultural, racial and ethnic differences;
 - implementing a curriculum aligned to the Common Core State Learning Standards;
 - offering high quality instruction in all content areas;
 - providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;
-
- Support home-school relationships and improve communication by:
 - conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
 - convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
 - arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
 - respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;
-
- Provide parents reasonable access to staff by:
 - ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
 - notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
 - arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
 - planning activities for parents during the school year, e.g., Parent-Teacher Conferences;
 -
 -
- Provide general support to parents by:
 - creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
 - assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
 - sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
 - supporting parental involvement activities as requested by parents;
 - ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
 - advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

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

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>EBC High School</u>	DBN: <u>32K545</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>100</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>4</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>3</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: -Our Title III program's primary focus is to provide ESL students with the strategies they need to meet the literacy standards across content areas. Our NYSELAT data indicates that our ELLs are deficient in vocabulary identification and reading comprehension. Our subgroups include our SIFE students, Longterm ELLs, Beginners, Intermediate and Advance students.

Total amount of ESL Students : 99

35 Longterm

35 SIFE

47 Beginners

32 Intermediate

20 Advanced

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

Calendar dates

Nov. 1st , 8, 15, and 22

December 6, 13, and 20

Jan. 10 and 24

Feb. 7 and 28

March 7, 14, 21 and 28

April 18 and 25

May 2nd, 9, 16, and 30

June 6 and 13

Instructions will be delivered in English, however both content and ESL teachers are bilingual. They are fluent in our students' native language. We have one Social Studies teacher and one ESL teacher for the students. The parent will have one certified Computer teacher and one certified Social Studies teacher for their classes. The program will continue to provide both parents and students with the tools and strategies they will need to succeed and increase students' academic performance. For cost of two teachers Saturday Academy for Literacy 3hours X 23 sturdays X 2 teachers = 138 hours

Teachers

Ms. Moreno - ESL Certified

Ms. Garcia - Content Certified

Ms. Balisky- Computer Teacher

Ms. Luciano - Content Certified

Student academic performance will be enhanced in the following ways:

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

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

Part B: Direct Instruction Supplemental Program Information

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

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

Part C: Professional Development

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

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

Begin description here: _

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

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

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

1. Content objectives

2. Language objectives

3. Appropriate content concepts

4. Supplementary materials

5. Adaptation of content to all levels of proficiency

6. Meaningful activities that integrate lesson concepts

-
(SIOP) STRATEGIES

Content Objective

Specific Standard based topic

Language Objective

Supports language development

with Reading (R), Writing (WR),

Listening (L), and Speaking(S)

METACOGNITIVE STRATEGIES

√ Matching thinking and problem-solving to particular learning situations

√ Clarifying purposes for learning

√ Monitoring one's own comprehension through self-questioning

√ Taking corrective action if understanding fails

COGNITIVE STRATEGIES

√ Previewing a story prior to reading

√ Establishing a purpose for reading

√ Taking notes during a lecture

√ Using Thinking Maps

SOCIAL/AFFECTIVE STRATEGIES

Part C: Professional Development

✓ Interacting with others to clarify a confusing point

✓ Participating in group discussions

✓ Participating in cooperative learning groups to solve a problem

MNEMONICS (Memory system using acronyms)

Examples to help students remember how to spell challenging words:

✓ Because: Big Elephants Can Always Understand Small Elephants

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

✓ Ocean: Only Cats' Eyes Are Narrow

COMPREHENSION STRATEGIES

✓ Prediction

✓ Self-questioning

✓ Monitoring

✓ Determining importance

✓ Summarizing

ACTIVITIES

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

✓ Personal Dictionaries

✓ Word Wall

✓ THINKING MAPS

✓ Cloze Sentences

✓ List—Group—Label

✓ Word Study Books

✓ Vocabulary Games

TECHNIQUES TO MAKE CONTENT CONCEPTS CLEAR

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

✓ Provide model of a process task, or assignment

✓ Allow alternative forms for expressing their understanding

✓ Use multimedia and other technologies in lessons

✓ Provide repeated exposures to words, concepts, and skill

Part D: Parental Engagement Activities

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

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

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

Teachers

Ms. Balisky - Computers

Ms. Luciano - Curriculum Exploration

Dates and Time

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

Part D: Parental Engagement Activities

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

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

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

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

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

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

Computer literacy classes will focus on the following :

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

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

Part E: Budget

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

Allocation Amount: \$ _____

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

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.
instructional materials. <ul style="list-style-type: none">• 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 32	Borough Brooklyn	School Number 545
School Name EBC High School For Public Service		

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 Shawn Brown	Assistant Principal Gerard Henry
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Calixte	School Counselor Rosaline Rivera
Teacher/Subject Area Hera Yoon	Parent Fatima Deluna
Teacher/Subject Area Ana Garcia	Parent Coordinator Samary Trinidad
Related-Service Provider Elaine Acevedo	Borough Field Support Center Staff Member
Superintendent Karen Watts	Other (Name and Title) type here

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 not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not 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	0

D. Student Demographics

Total number of students in school (excluding pre-K)	529	Total number of ELLs	114	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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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														0
Dual Language														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	114	Newcomers (ELLs receiving service 0-3 years)	59	ELL Students with Disabilities	25
SIFE	30	Developing ELLs (ELLs receiving service 4-6 years)	27	Long-Term (ELLs receiving service 7 or more years)	28

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										0
DL										0
ENL	59	20	1	27	10	8	28	0	16	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 5

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	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										35	32	23	14	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														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)										17	15	8	7	0
Emerging (Low Intermediate)										5	8	5	4	0
Transitioning (High Intermediate)														0
Expanding (Advanced)										12	8	10	3	0
Commanding (Proficient)										6	6	4	6	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										6	6	4	6	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	23	0	14	0
Integrated Algebra/CC Algebra	21	10	17	7
Geometry/CC Algebra	32	5	7	3
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Chemistry	2	0	0	0
Earth Science	32	15	4	3
Living Environment	35	25	4	1
Physics	0	0	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	47	25	6	3
Geography	0	0	0	0
US History and Government	30	12	6	3
LOTE	0	0	0	0
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	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.
 - In the fall, all ELLs are given the ELL Periodic Assessment. The date is then distributed to all teachers. Teachers then, in turn, use the data to provide individual and group supports. ELL teachers use this data to modify their curriculum and unit plans. Aside from English literacy skills, we use the NYSITELL to evaluate all Spanish-speaking new admits in their native language literacy. 100 percent of new admits identified as eligible for the NYSITELL have been administered the exam and placed appropriately. Also, 100 percent of new ELLs have been administered the NYSITELL in Spanish (they are all Spanish-speaking) and this has been used in conjunction with the ALLD and the parent interview to determine if the students are SIFE. At this point, our incoming 9th grade cohort for 2015 has 40 ELL students.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

Our 2015 Spring NYSESLAT indicated that 10 of our 9th graders 2014 -2016 moved from entering to either Emerging, Transitioning, Expanding and commanding. 6 became commanding, 5 became Advance, 4 became Transitioning and 6 became Emerging. Grade 10, 3 students became Emerging, two students became Transitioning, 3 students became Expanding and 4 students became Commanding. Grade 11, 2 students became Emerging, 1 student became transitioning, 1 student became Expanding and 4 became Commanding. 12 Grade ELLs graduated.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The data is used to design effective instructional programs to support students' specific needs as well as apply targeted strategies in the classroom . Our data indicates students' current performance level, At Risk, credit accumulation, service history, regents scores, attendance and current status towards graduation. Having this information in one data file enables our school community to focus on targeted instructions for students identified at risk. We can also share data with parents in order to support students' progress.
- For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

4a. ELLs taking tests in English are passing the exams when they are taken in English, however , they also request the Spanish version.

ELLs complete the exam on the English version and use the Spanish version as a reference.

4b. The results of the ELL periodic assessment is used in planning lessons to differentiate for ELLs in the specific skill set needed.

4c. We are learning that they have a deficiency in reading and writing skills as well as they are in need of a focus on appropriate vocabulary. Home language is used to verbally communicate with them inside and out of the classrooms.

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](#).]

We review our Ell data as a school community during Professional Development. Data is presented by our Data Specialist Ms. Marisol Cotto. The data is then use by teachers in their Inquiry teams to modify Units and lessons by providing students with graphic organizers, word walls as well as academic word walls, small group instructions, readings appropriate for their proficiency level, and reading materials in native language.

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

Our students' second language development is considered in instructional decisions by our choice by adopting the SIOP model, which is designed to immerse students in vocabulary while allowing them to freely use their native language in the classroom. The child's previous academic performance is review both class work, summative exams, state and standardized exam. For our incoming 9th grades to use their 8th Grade state exams scores, last report card and information from our initial meeting with parents which are conducted during the summer. All foreign transcripts and foreign school documents are reviewed by our school counselor and students are placed in their appropriate grade level.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. 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).

The success of our program is measured by Regents success rate, advancing levels on the NYSELAT and meeting AYP for ELLs.

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.

Upon general intake procedures the Pupil Accounting Secretary looks at ATS HIAD screen to determine if they student is a first time entrant and at HISE to see if the student has taken the NYSELAT before. The Parent Coordinator interviews the student and parent to assess if they speak a language other than English. If it is determined that an incoming student is a first-time entrant into NYC schools, a licensed ELL pedagogue or the AP of ELL administers the HLIS with the help of a translator, if necessary. The secretary inputs the Home Language based on the HLIS form. If the student is eligible for the NYSITELL, it is administered by a licensed ELL pedagogue within 10 days. All new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results will be administered the Spanish LAB at the time of initial enrollment (or reenrollment)during the same 10-day testing window. Answer document for SLAB will be printed fron ATS via RSLA. Answer document will be scanned into ATS and our ELL teacher will ensure that results are shared with our staff in order to support students instructionally.

Mr. Labbe, Certified ELL Teacher (English)

Mr. Gamboa ELL Teacher (Bilingual English\Spanish)

Gerard Henry, Assistant Principal of ELL (English)

Samary Trinidad, Parent Coordinator/Translator (Bilingual- English/Spanish)

Vanessa Santos, Pupil Accounting Secretary(Bilingual- English/Spanish)

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).

During the initial interview, school personnel determines whether the student is SIFE based on documentation produced by parents and any and all information available on ATS. After the HLIS form is completed and the both the NYSITELL and SLAB is administered. The ELL Teacher will conduct a teacher made assessment to aid in evaluating students' skills level. The school will administer the periodic assessment to attempt to assess their literacy skills.

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).

Newly enrolled students with IEPs are referred to our CSE team where the child begins the process of a new evaluation done by the School Psychologist Ms. Smart. The Language Proficiency Team includes Gerard Henry, Assistant Principal, Keith Santos, IEP Coordinator, Mr. Allan Gamboa, ELL Teacher, Calixte Labbe, ELL Teacher, and Darnese Olivieri, English Teacher. Parents have 20 days to accept or reject LPT recommendation and ELL service placement will begin immediately upon parent acceptance, all of which will take place within the 10 day window. District 32 Director of Special Education Mr. Allan Pitt

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.

Within five days of receiving NYSITELL scores, the Parent Coordinator in conjunction with Mr. Labbe contacts the parent for an appointment. The parent is given the letter at the meeting and is given the opportunity to ask questions about their child's program. The school provides alternate options if requested by the parent.

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).

At the meeting mentioned in Question 4, parents are informed of their right to appeal ELL status within 45 days of enrollment. Copies of entitlement letters are made and filed in the students' cumulative folder by the Pupil Accounting Secretary and kept in a locked file cabinet in the main 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.

Within the ten days parents are invited in by the Parent Coordinator and Mr. Labbe to discuss the different options. After the child is tested, the Parent Coordinator contacts the parent immediately and sets up an appointment for the next day. Mr. Labbe conducts the meeting and presents parents with the three options available together with different sites where the programs are being offered. When a parent survey is not return a bilingual program is the default placement.

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.

Our Parent Coordinator reaches out to parents to ensure that forms are returned within the set time frame (10 days). Parents are invited to come in to the school for the video orientation and to fill out the Parent Surveys and Program Selection form. Once the forms are filled out, the Parent Coordinator gives them to the Pupil Accounting Secretary, who inputs the information into ATS. The forms are then filed in the students' cumulative folder. If the form is not returned within the set time frame a home visit is conducted. However, when a parent survey is not return a bilingual program is the default placement. If at any time a TBE/DL begins at our school our Parent Coordinator will contact parents who have previous chosen that selection and inform parent that TBE\DL programs are noe available. Parents who choose TBE\DL programs, their information will be kept with parent coordinator in order ensure that we contact them if the programs become available.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

In cases where Parent Survey and Program Selection forms are not returned the Parent Coordinator and Assistant Principal conduct a home visit.

9. Describe how your school ensures that placement parent notification letters are distributed.

Placement letters are mailed to parents upon student programming. They also receive a copy at the meeting.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All ELL documentation is retained in students' cumulative file and remains a part of the student's permanent record.

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.

Mr. Labbe and Mr. Gamboa will distribute exam invitations to students. All students listed on the RLAT report will be given the NYSESLAT. There is a set block schedule for three days. Phone calls are made home to inform parents about the testing. Day one of the NYSESLAT administration both ELL teachers administer the Speaking exam on day one, and Listening /Reading/ Writing on day two, the following days will be make up days. School will follow dates according to Administration schedule given by NYSED for the administration of the NYSESLAT.

There are specific make-up days and there is a testing committee. Licensed pedagogues administer the test to all eligible students.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

In September, we use NYSESLAT results to determine which students continue to be eligible for ELL services and which students have tested out. Letters are sent accordingly to parents at that time.

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).

Ninety-nine percent of our parents have accepted our program, Freestanding ENL. the other 5% are assisted by our staff in finding the program of their choice. The Assistant Principal Mr. Henry, ESL teacher and the Parent Coordinator reviews the Parent Survey and Program Selection forms . We use the data to decide whether or not we should create a Dual language or Bilingual program at our school. However, after meeting and speaking with parents they indicated that they prefer Freestanding ENL because they want their children to speak english. Hence, our program reflects Freestanding ENL classes. However, with the new regulation CR 154-2 our school is moving in placing students according to State requirements.

Part V: ELL Programming

A. Programming and Scheduling Information

- 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]).
 - Freestanding ENL program.
At present we have a heterogeneous grouping for our ENL class. We are working towards a homogenous grouping.
 - TBE program. *If applicable.*
Paste response to questions here:
 - DL program. *If applicable.*
Paste response to questions here:
- How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Students are programmed according to their proficiency level as per the NYSESLAT. Presently, Entering students are receiving 675 minutes, Emerging students receiving 450 min, Transitioning students receiving 225 min. , Expanding students are receiving 225 min and Commanding students are 90 min of intergrated ENL. We recently received funding to ensure that our Ells are programmed according to chart 5.2. To be transparent our Entering, Emerging, Transitioning and Expanding Students are receiving services in ENL Freestanding classes only. With the additional funding we are going to pay Per Diem to ensure we do the following : Entering : 2 Standalone classes and one ENL\ELA class, Emerging one Standalone class and one ENL\content area class, Transitioning one ENL\content area class and Expanding one ENL\content area. The content area teachers will be decided as per the needs of the students and availability of teachers.
- 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.
Core content is delivered by certified core content teachers, who work in conjunction with certified ENL teachers to meet the instructional needs of our ELLs. Our English Department is working with Core Curriculum Collections this year. The Core Curriculum comes with primary sources, selections of text, high interest library and videos. We use academic word walls, immersion in content vocabulary, Spanish English dictionary, text in native language , Google Translate and ENL teachers are using the SIOP model in their classrooms. ESL Teachers work in conjunction with the content area teacher and apply strategies such as small group instruction, use of technology, create graphic organizers, small group read aloud and vocabulary immersion.
- How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Teachers provide students with copies of exams in native language, as well as any instructional material given throughout the classroom.
- How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Presently we are attempting to launch the SIOP across the board with our teachers. The SIOP model addresses all four modalities. Students are encouraged to speak, listen, read and write as part of the daily practice in the classroom through group activities. Students are given quizzes, unit test, Midterms and finals. Quizzes are given weekly, Unit test is given at the end of a unit. A unit may end in two weeks depending on students'. Midterms are given in the midterms are given in mid semester and finals at the end of the semester. Speaking and Listening teachers assess students during group presentations and Reading and writing are assess through formal and informal assessments.

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

Presently our school is using the workshop model, therefore all teachers group students heterogenously based on data provided by the ELL periodic assessment. ENL teachers are practicing the SIOP Model in the classroom. After reviewing data of our ELL subgroups many were placed into ICT classes in other content areas classes. The Special Educators assist in supporting these students with giving small group instructions, multi-level reading material, and technology such as IPADS and laptops. We also offer a Saturday Enrichment class that focuses on Global literacy, we created a dual language class where students work with two teachers receiving reading and writing skills with a focus on Global studies. This was created after reviewing the data

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.

Our school will follow the ELL Policy and Reference guide (Re-identification of ELL Status as of per page 22.

Students will continue their current program until the process is over. If the results of the process deems that the child's program needs to change as per the outcome. The accreditation committee will meet to create independent study and re-assess child's transcripts, the committee will develop a plan for student to make loss academic time either by attending Saturday Academy, Independent Study or PM School.

Accreditation Committee

Ms. Gray - AP of Programming

Ms. Acevedo - School Programmer

Ms. Rivera- School counselor

Mr. Brown - School Principal

Mr. Labbe - ENL Teacher

General Education Teacher

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

Our ELL-SWD students are place in ICT classes where there are two teachers. The Special Education teachers provide support such as graphic organizers,, technology support and parallel teaching(small-group instruction), IPADs, ST Math Online Program, Google translate, laptops, Computer room, smart board, video lessons. All ELL-SWD students are programmed according to the mandates on their IEP. They receive ENL services in standalone classes currently. In cases where the IEP mandates superceeds ENL mandates and cannot received all of their minutes. Students are placed into our Saturday Global literacy Enrichment class where we have implemented a dual language approach. Only our Entering ELL-SWDs students face this dilemma. Students whose IEPs mandates bilingual instruction receives an Alternate Language Placement Paraprofessional.

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?

We have ICT classes, modify curricular as per student data, IEP teachers monitor and send out goal progress report to parents, and all ELL\SWD 9th Grade students are placed in double period English and double period math classes. ELL\SWD students are placed in ICT classes as per data attain during a child's annual IEP or Triannual meeting. At the meeting parents are presented with the data collected both form teacher observations, formal and informal assessment as well as parent voice and student's academic and social capibilities. At the meeting CSE team present the options to child's families based on the data. The parent then has 10 days to accept or contest the placement.

Chart

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 <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

Chart

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 <i>per week</i> (540 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/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 <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

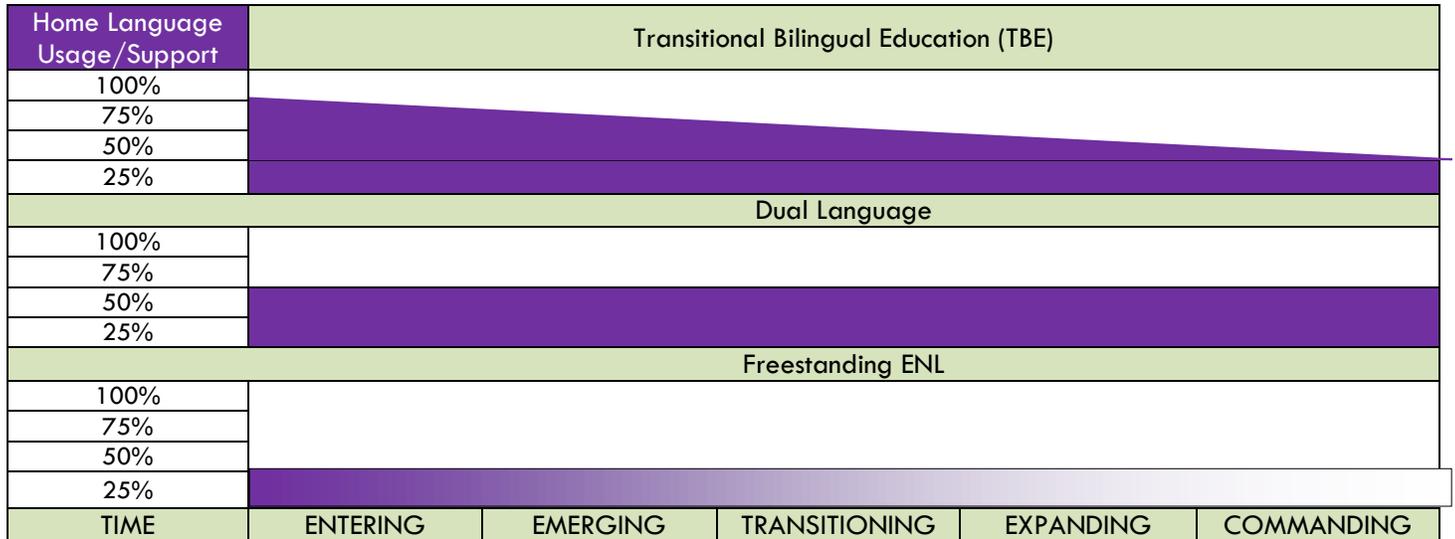


*Note “other approved services” does not apply to New York City at this time.

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.
 1. Social Studies targeted intervention : Saturday ENL enrichment program focused on Global literacy, Social studies prep classes on Saturdays and after-school by content teachers- ELL\SWD, SIFE, long Term Ells
 2. Science targeted intervention: Prep classes on Saturday and after-school
 3. ELA targeted intervention : We have invested in the Core curriculum which high interest classroom libraries, video, and multi-level reading excerpts. AP of English is being trained in AVID (Mr. Henry) and will be turn-keying professional development with ENL and English Department and English Prep classes.
 4. Math targeted intervention - ST Math Online program for ELLs, as well as prep classes after-school and small tutoring groups with teachers.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Presently our Saturday enrichment program focused on Global literacy has enabled 3 of our ENL student to pass their Global Regents and are now on track to graduate.
12. What new programs or improvements will be considered for the upcoming school year?

This upcoming year we are considering using Achieve 3000 as a supplementary program to help students improve their reading level.
13. What programs/services for ELLs will be discontinued and why?

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

All ELL students are allowed and encouraged to participate in all programs offered to our whole student population.

 1. Saturday Academy- consist of students recovering credits from course they previously failed in the following Science, Math, Global Studies, English, Physical Education and our Global Literacy Enrichment program that target our ELLs who have not yet pass their Global regents exams or will be taking it in their 10th grade year. The program focuses on building literacy skills in the social studies curriculum. From 9am - 1pm
 2. Fashion and Modeling- all students are invited to participate. Students learn how the fashion industry works and the criteria to be a model
 5. Sewing- Students learn how to create clothes by design and create outfits
 6. PSAL sports teams- all students are invited to try out for the teams. We have basket ball, Soccer, Baseball, Volley ball, tennis
 7. Boxing- on Saturdays from 9 am-12 pm
 8. ELLs College Readiness program- depends on funding it focused on assisting ELLs and their parents with the college process and allocating funding for college. As well as assisted with additional help with college application and students' personal statement.
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.

Pens, paper, notebooks, iPads, laptops, smartboards, binders, desktops, Chart paper, textbooks, classroom libraries, Spanish English dictionaries, Glossaries, Access to Literacy textbooks in social studies, Science, Math, and ENL with workbooks. Social Studies textbook in native language.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

ENL students are encouraged to use home language during class time. We provide Spanish/English dictionaries. We use Google translate. We provide materials in home language and allow students to write responses in home language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

After careful review of student transcript, academic progress and teacher observation ELLs are placed according to their grade level and their proficiency level via the NYSELAT. After reviewing the data, students are enrolled in the appropriate support programs. A parent meeting is held to explain the school's decision and we encourage parent input and support.
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).

All ELL students are encouraged to attend our Summer Bridge Program and are interviewed individually by the School Counselor, Parent Coordinator and Assistant Principal. This year we are enrolling our ELL students into our Summer Enrichment program.
19. What language electives are offered to ELLs?

Spanish.
20. For schools with dual language programs:
 - a. 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.

- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

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.)
 1. ELL teachers are sent out to professional development through the Office of English Language Learners.
 2. They do intervisitation with schools with large populations of ELLs.

EBC High School for Public Service-Bushwick
Fall Semester 2015

September 9 : 2a- Creating an Environment of Respect and Rapport (Focused Life Skill-Active Listening)
C.C.D Administration Led PD Beginning of the Year Faculty Meeting-Theme: UNITY ☺

September 21: Academy Criteria: Evaluating Criteria and Reflecting on Possible Academic Challenges (SS)
Instructional Tool/Strategy: Annotating for Revision (2a/3c)

September 27 : School Environment: Developing Department Based Academic Culminating Events (SS)
Instructional Tool/Strategy : Student Generated Rubrics (2a/3d)

October 5 : 2d- Managing Student Behavior (Focused Life Skill(s)-Active Listening & Experiential Learning)
ICT Teams- Co Planning: "Tag-Team" Model (PP/TP)

Instructional Tool/Strategy : Establishing Norms and Protocols (2a/2d)

Grouping Technique (Random Groups)- Pick a Colored Card

October 19 : Spooky Treats "Meet & Eat" (Social Studies)

Growth Mindset-Impact on Student Behavior (TP)

Instructional Tool/Strategy : Creating Rituals and Routines (2a/2d) and "Funneling (3c/3b)

October 26 : (EOM-1) Growth Mindset Continued; Superintendent Visit Reflection and Next Steps (TP)

Instructional Tool/Strategy : "Funneling" (3/3b)

November 2: 3d- Using Assessment in Instruction (Focused Life Skill-Experiential Learning)

Assessing With the End in Mind: Pacing Calendar and Unit Planning- Mungioli (PP)

Instructional Tool/Strategy: Graphic Organizers (1e/3d)

November 9: Evaluation Appropriate Assessment Strategies: ICT Teams- Co Planning for "Tag-Team" Model (PP/TP)

Instructional Tool/Strategy: Assigned Grouping Techniques (2d/3d)

November 16: Making Vocabulary, Close Reading and Writing KEY in Lesson Development- Labbe (PP)

Instructional Tool/Strategy: SIOP Lesson Model (1e/3d)

November 23 : Thanksgiving "Meet & Eat" (Whole Staff)

Asking the Right Questions- Divergent vs. Convergent Questioning Techniques(PP/A)

Instructional Tool/Strategy: Philosophical Chairs (3b/3c)

November 30: Creating Meaningful Assessments- Performance Tasks and Performance Based Assessments (PP/A)

Instructional Tool/Strategy: Stop and Jot & Peer Feedback (3c/3d)

December 3 : c-Student Engagement (Focused Life Skill-Study Skills)

December 7: (EOM-2) How to Improve Close Reading Skills: Annotating Techniques and Strategies (TP)

Instructional Tool/Strategy: TBD

December 14: Looking at What Works: Examining Teacher Instructional Tools and Strategies to Improve Engagement (TP)

Instructional Tool/Strategy: Fishbowl (3c/3d)

December 21: Holiday Season "Meet & Eat" (Whole Staff)

Addressing the Needs of ELLs and SWDs: ICT Teams- Co Planning for "Tag-Team" Model (PP/TP)

Instructional Tool/Strategy: TBD

January : a- Demonstrating Knowledge of Content and Pedagogy (Focused Life Skill- Study Skills)

January 4: Unit Planning "The Remix"- Identifying high interest and rigorous texts/resources (PP)

Instructional Tool/Strategy: TBD

January 11: New Beginnings "Meet & Eat" (English)

Survival Spanish for Teachers: Effective strategies and tools for teaching ELLs (TP)
Instructional Tool/Strategy: TBD

January 25 : (EOM-3) Performance Tasks and Performance Based Assessments “The Remix”-(PP/A)
Instructional Tool/Strategy: TBD

Spring Semester 2016

February 1 1e- Designing Coherent Instruction (Focused Life Skill- Active Listening)
C.C.D Administration Led PD

Feb. 22 : Lesson Creation and Evaluation (PP/TP)
Instructional Tool/Strategy: TBD

Feb 29 :“Meet & Eat” (SPED)
Integrating Library Data Bases and SMART technology into curricula
Instructional Tool/Strategy: TBD

March 7 :2d- Managing Student Behavior (Active Listening/Experiential Learning)
ELLs and SPED Student IEPs Up Close: ICT Teams- Co Planning for “Tag-Team” Model (PP/TP)
Instructional Tool/Strategy: TBD

March 14 : (EOM-1) Growth Mindset-Impact on Teacher Choices and Conduct (TP)
Instructional Tool/Strategy: TBD

March 21:π Day “Meet & Eat” (Math)
Creating Classroom Management Systems (TP)
Instructional Tool/Strategy: TBD

March 18 : Looking at Works: Evaluating Classroom Management in the Spring...(Other Schools)
Instructional Tool/Strategy: TBD

April 4 : 3c-Questioning and Discussion (Focused Life Skill- Experiential Learning)
Asking the Right Questions- How to Get Students to Generate Provocative Questions (PP/A)
Instructional Tool/Strategy: Socratic Seminar (3b/3c)

April 11 Content Focused Professional Development (PP/TP)- TBD
Instructional Tool/Strategy: TBD

April 18 Spring Fling “Meet & Eat” (Arts, Spanish, Library and Computer Sciences)
Incorporating the Arts Across Curricula
Instructional Tool/Strategy:

May 2: 3d- Using Assessment in Instruction (Focused Life Skill- Study Skills)
2 (EOM-2) Looking Ahead: Pacing Calendar and Unit Planning for 2016/2017- (PP)
Instructional Tool/Strategy: TBD

May 9: Tweaking Assessments- Performance Tasks and Performance Based Assessment Revisions (PP/A)
Instructional Tool/Strategy: TBD

May 16:“Meet & Eat” (Science and Physical Education)
Have We Effectively Address the Needs of ELLs and SWDs: ICT Teams- Co Planning (PP/TP)
Instructional Tool/Strategy: TBD

May 23 : Academies: Evaluating Success and Challenges. Making Next Steps (SS)
Instructional Tool/Strategy: TBD

June 9: 1e- Designing Coherent Instruction (Focused Life Skill-Study Skills)
C.C.D Administration Led PD

June 13 : (EOM-3) N/A

*C.C.D.- Chancellor's Conference Day

PP-Planning and Preparation TP-Teacher Practice A-Assessment SS-School Systems

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?

Teachers will be receiving PD on the SIOP model during Inquiry team meetings. During Inquiry meeting all teachers will be working on revisiting Units and lessons and re-aligning them to CCS. Inquiry meeting time will be spent on peer intervisitation of classrooms and teachers will give feedback to each other, based on their observations. Teachers will give each other feedback in developing rigorous and engaging instructions with a focus on provocative questioning and extended writing.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

We have our Summer Bridge Program for our incoming students.

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.

Teachers attend Professional Development through the Office of English Language Learners . Both ENL teachers will have the opportunity to attend at least one PD a month based on instructional practice. After attending the PD , teachers will fill out the Professional Development form (OP201) to the school Secretary Ms. Serrano along with an Agenda from the meeting. The documents will be palced in teacher's file which is kept in a lock cabinet in the main office.

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?

Through our Title III Saturday Enrichment programs, we have scheduled three meetings with parents to discuss curriculum and ELL students' progress with language development. In addition, at each PA meeting we discuss the progress of our ELL population regarding graduation rate and Regents pass rates. Our Parent coordinator Ms. Samary Trinidad serves as our translator for all meetings. She is bilingual in parent native language. In addition, Ms. Luciano a certified Social Studies whos is bilingual in parent native language conducts the meeting on curriculum. Parent Coordinator Ms. Trinidad and Mr. Henry meets with parents individually , starting in July with the parent of our incoming Ells and we continue to meet parents in September. All parents sign in a log book and records are kept in the Parent Coordinator's office in a lock cabinet.

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.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. All ELL parents are invited to computer literacy classes, PA meetings, and are encouraged to have individual meetings scheduled by our Parent Coordinator. Our computer classes are focused on teaching parents how to access school related websites such as School.net, and DOE website for resources. They are taught how to create email accounts, visit college websites and review financial aid for college. Ms. luciano (Bilingual in native language) conducts the classes with the computer teacher. The Parent Coordinator contacts parents about classes, makes one on one phone calls, sends out flyers for the program and welcomes the parents.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Yes.

1. El Puento- Community based Organization that assist with tutoring and funding after school activities. Their targeted populations are Ells.

2. Diaspora (CBO) - Conduct health classes for all students

3. Healthcorp- currently headed by two EBC teachers Ms. Yoon (bilingual in native language) and Ms. Johnson . This program focuses on healthy eating and cooking. There are cooking classes that focus on nutrition.

4. Various workshops provided at PA meetings - Financial literacy by

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

During our one on one meeting with parents we take notes on their specific needs. Our Parent Coordinator conducts these meetings and if an Administrator is needed Mr. Henry attends. The information from these meeting are then shared with counselors, teachers and Administration.

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

Our parental involvement activities are based on the parent survey conducted orally during PA meeting or individual meetings. The Assistant Principal and Parent Coordinator Ms. Trinidad (Bilingual in native language) work together to create workshops around the needs of the parents. We have noticed that parents needs support with housing and in an effort to support our parents we had a Attonery attend a meeting last year to share information.

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.

Paste response here:

School Name: _		School DBN: _	
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)
Shawn Brown	Principal		1/1/01
Gerard Henry	Assistant Principal		1/1/01
Trinidad Samary	Parent Coordinator		1/1/01
Claxite Labbe	ENL/Bilingual Teacher		1/1/01
Fatima Deluna	Parent		1/1/01
Ana Garcia	Teacher/Subject Area		1/1/01
Darnese Olivieri	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Rosaline Rivera	School Counselor		1/1/01
Karen Watts	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 32k545 School Name: EBC High School
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.learnndoe.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.

Home language survey and emergency blue cards are used to assess our school's written translation and oral interpretation needs. Parents of new students and entering 9th grade students are interviewed in their native language or through translation of the native language. All of our incoming students this year have indicated English or Spanish as their preferred language. This has been entered on the BIOS screen at admission and communication is done in the preferred language. The school population as a whole consists of 60.5% Spanish, 38.7% English, and less than one percent Haitian Creole and Indonesian(1 student each). All of the parents of these students speak English fluently, as indicated in the parent interviews done at admission. However, correspondence with these parents is also available in their native 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.

English and Spanish

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.)

Bi-monthly Parent Newsletter
Bi-monthly School Calendar
Medicaid Consent Letters
Military Opt-out Letters
Promotion In Doubt Letters
Summer Letters
Parent Teacher Conference Notices(goes out with the bi-monthly newsletter)
Parent Association Notices
Regents Schedule(goes out with the bi-monthly newsletter)
English Language Learner Entitlement Letters

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.

9/30- Family Night
11/19- Parent Teacher Evening Conference
11/20- Parent Teacher Afternoon Conference
3/10- Parent Teacher Evening Conference
3/11- Parent Teacher Afternoon Conference
5/10- Evening Conference
Attendance Calls are made on a daily basis by the Attendance office pertaining to lateness and absenteeism
Autodialer is used for all events that are taking place in the school in parent's preferred language
School counselors make phone calls as needed to students needing academic and social-emotional progress

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.

- a. Written translation of all documents mailed or backpacked to the home.
- b. Written translation of all documents for admission
- c. Create school letters, forms, and documents that are in Spanish and are easily accessible to all school personnel.
- d. Assistant Principal and ESL coordinator will work with technology specialist to make sure translated documents are available on the school website.

All translation is done in-house by the Parent Coordinator and/or the Pupil Accounting Secretary.

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.

- a. Oral translation at all school-related functions and at open school through school aids, paraprofessionals, parent volunteers, and other school staff.
- b. Bilingual staff members present at PA meetings and conferences for the purpose of translation. Parent Coordinator is bilingual and is present at all PA meetings.
- c. Auto-dialer is set up in English and Spanish; soon will be available in more languages.

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.)

Language Palm Card is distributed to all staff members at September PD. Professional Development was provided to staff on how to use the auto-dialing system. Staff members are aware of the designated translation personnel on staff. All staff members will receive a copy of the LAP and Translation Interpretation Plan, upon approval, via email.

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

a. Information regarding parents in need of translation and oral interpretation assistance is maintained in ATS and on the student emergency cards.

- b. All monolingual (English-speaking) school staff are required to have a translator for interactions with parents whose dominant language is not English; this can be done in-house or via the translation phone number.
- c. Written translation for documents in mailed and/or backpacked home.
- d. Oral translation at all school-related functions and at Open School night and afternoon

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)

Parent Coordinator will conduct a parent survey with parents at the PA meetings at the beginning, middle and end of the school year.
Parents will be surveyed at the Fall and Spring Parent Teacher Conferences. All surveys will be anonymous.