

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**18K673**

**School Name:**

**EAST BROOKLYN COMMUNITY HIGH SCHOOL**

**Principal:**

**PATRICK MCGILLICUDDY**

## Comprehensive Educational Plan (CEP) Outline

**Section 1: School Information Page**

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

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

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

**Section 1: School Information Page**

**School Information**

School Name: East Brooklyn Community High School School Number (DBN): 18K673  
Grades Served: 9-12 Transfer High School  
School Address: 9517 Kings Highway Brooklyn NY 11374  
Phone Number: 718-927-6880 Fax: 718-927-6885  
School Contact Person: Colleen O'Connor Email Address: Coconnor7@schools.nyc.gov  
Principal: Patrick McGillicuddy  
UFT Chapter Leader: Mark Rentfleijs  
Parents' Association President: Larrice Arthur  
SLT Chairperson: Anna Steffens  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Jewel Lopez  
Student Representative(s): Shaniece Frazier  
Eric White

**District Information**

District: 18 Superintendent: Donald Conyers  
Superintendent's Office Address: 335 Livingston St.  
Superintendent's Email Address: dconyers@schools.nyc.gov  
Phone Number: 718-923-5124 Fax: 718-923-5145

**Borough Field Support Center (BFSC)**

BFSC: Affinity Schools Director: Alexandra Anormaliza  
131 Livingston St. Brooklyn  
Director's Office Address: \_\_\_\_\_  
Director's Email Address: Aanorma@schools.nyc.gov  
Phone Number: 718-935-5618 Fax: 718-935-5941

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

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Patrick McGillicuddy	*Principal or Designee	
Mark Rentflejs	*UFT Chapter Leader or Designee	
Larrice Arthur	*PA/PTA President or Designated Co-President	
Chiler Fleuristil	DC 37 Representative (staff), if applicable	
Jewel Lopez	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Eric White	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Shaniece Frazier	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Allison Newman	CBO Representative, if applicable	
Janice Jennings	Member/ Parent	
Anna Steffens	Member/ Community Schools Liaison	
	Member/	

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

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

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

#### **Strong Schools, Strong Communities**

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

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

#### **The Framework for Great Schools and CEP Development**



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

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

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

### Title I Requirements and Strengthening Title I Parent Involvement

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

East Brooklyn Community High School (EBCHS) is a transfer school serving students between the ages 16-20 who have chosen to reengage in high school after having previously dropped out of school or become excessively truant. Students enter East Brooklyn with varying literacy and numeracy skills as well as different levels of postsecondary readiness. Our focus as a school is to ensure that our students are able to develop both academic skills and self-sufficiency in order to be successful in whatever postsecondary path they choose. The merging of an academically rigorous program with effective personal development is the foundation of our approach to promoting a culture of high expectations, and this is made possible through our partnership with SCO Family of Services. The school is run in true partnership between the DOE and SCO Family Services. These are some of the key aspects of our partnership:

- Advocate Counselors: A team of 6 advocate counselors, each with a caseload of 25 students, works with students and families from the moment they are admitted in order to establish goals, outline academic and behavioral expectations, create a plan for graduation, and develop a relationship with the family.
- Future Focus Counselors: Once students have met a senior standing, 16 or fewer credits towards graduation and 3 or fewer Regents Exams towards graduation, they are stepped up into a Future Focus caseload. The Future Focus counselor works with their caseload on post-secondary plans, graduation goals, and college and career exploration. Future Focus students work as a cohort on senior activities, college and career fairs, college visits and are monitored closely to ensure they stay on track for graduation and beyond.
- Intensive Attendance Outreach: SCO Family of Services Advocate Counselors collect daily attendance information and reach out to students and families. Once a student has been absent for 3 days without contact, a home visit is conducted to establish reason for absence and/or create interventions for student.
- Small Class Size: Most classes are between 15 and 20 students, with 25 as the maximum class size. We have 16 teachers and 8 counselors serving 185 students so that every student is well known and has positive relationships with several adults. Creating these relationships is the first step towards supporting students to achieve higher standards.
- Learning to Work (LTW) Program: Operated by SCO Family of Services, our Internship Coordinator establishes appropriate work sites, facilitates internships, teaches job readiness and employability skills, and follows student skill development at the site.
- Shared Leadership: The school is co-led by a Department of Education Principal and a SCO Family of Services
- Director that keep an equal focus on supporting students' academic as well as their social emotional needs. EBCHS was identified by the Office of Postsecondary Readiness as a model school for our partnership between the DOE and SCO and is used as a site to train new school leaders.
- Accelerated Credit Accumulation: A 3-cycle structure from September-December, December-March, and March-June creates opportunity for students to earn 18 credits per school year during the regular school day and up to 21 with our extended day, which includes blended online courses and internships for credit.

- **Personalized Programming:** Each trimester we base the course offering on analysis of student transcripts/student need and then programming is done by students' counselors, basing decisions on individual student needs and promoting high expectation for students ability to move towards their postsecondary goals at a rigorous pace.

The Framework for Great Schools aligns closely with our school model, since we have a holistic approach to students and their success in school. The following are our strengths in the Framework:

- **Rigorous Instruction, Effective School Leadership, and Collaborative Teachers:** One of the key practices of our school is our professional learning, as it is how we ensure our classes are rigorous and that we are addressing the needs of all of our students. Over the two years we have drastically reshaped our PL structure. We are now implementing the Japanese lesson study in our school in all core subject areas. Through this work, teachers work in collaborative teacher teams to work on improving student skills in a given area. They lesson plan, examine student work, observe instruction, and discuss in depth how to improve instruction in our school. Lesson Study has enabled teachers to collaborate in very meaningful ways. In addition, because of our work, we were chosen as a Learning Partners Plus Host school this year to share these practices with other schools. As a result we will have 8 model teacher positions next year and our teachers will be leading others through our Lesson Study process and sharing their best practices with other schools. The effectiveness of this work is evident in internal surveys as well as our SQR, Where we received a well developed in 1.1, 1.2 and 4.2.
- **One keys aspect to creating a supportive environment has been our after school programs:** At East Brooklyn, we have cultivated a very strong afterschool community amongst our students. Students' participation in these groups is particularly significant because the majority of our students was disengaged in their previous school and rarely took part in extracurricular activities. These groups are run through our LTW internship program and our Community Schools Grant and connect students to work experiences that are built around their interests. Groups include Student Leadership, GSA (Gay Straight Alliance), Dance, DJing and Poetry, Mural, Print Making and numerous site based internships. We have partnered with community arts organizations to run many of these internships and our students build lasting relationships with these teaching artists and perform in our school community and venues throughout the city. In addition, a small group of our students participated in the Madison Square Garden's Dream Big program. Through this program they participated with other schools in writing and performing their own poetry at venues throughout the city. One of our students was chosen to be the focus of a documentary about this program and is performing his poetry at Radio City Music Hall as a result.
- **Building a Trusting Environment:** Since the opening of our school a core belief has been that relationships matter and we must treat young adults with respect and foster a trusting relationship. This is core to the youth development principles that define our school and is reflected in our strong Learning Environment Surveys and in our most recent Framework for Great Schools Report, where our overall score was a 79. In addition we have always planned our staff meetings, observations and professional learning with the belief that similar to students, adults can only learn when they feel safe and are working in a trusting environment. This trust is evident in our well developed rating on indicator 4.2 of our Quality Review.

In this coming school year, we want to continue to focus on the areas of creating collaborative teacher teams, ensuring instruction is rigorous, developing a supportive environment, and building stronger ties to our community. In particular, we want to work on building strong family-community ties. As a transfer high school, our Community School confronts a particular set of challenges when engaging parents and families. Families are often overwhelmed with other responsibilities, and burdened with a long history of negative school experiences by the time they arrive at our school. To address these challenges, our school engages families in a different way as soon as they become part of the school community. All new students and their families take part in individualized meetings that set expectations and introduce families to the supports available to them and their children. Moving forward, families are invited to continue participating in regular parent-teacher conferences, honor roll and holiday celebrations, and Community School meetings and events. Next year, through our Community School Grant, we will work to expand opportunities for family engagement. These new initiatives will include increased communication with families via phone calls, emails, text messages, and website postings; improved outreach and content during Community School Team meetings; and more

opportunities for families to access concrete mental health, legal, health, and other critical social services alongside students and alumni.

Our teacher team work will be working on improving instruction through a focus on vocabulary acquisition. This will be a focus of Lesson Study and will build on the work of last year where we focused on improving students ability to read independently. Teachers will spend focused professional learning time within their departments analyzing student data on this skill. Teachers will then collaboratively plan lessons, observe one another teaching, and debrief best practices around vocabulary acquisition. Through the Learning Partners Program, we will be working with 5 other schools to share our lesson study process and help them develop similar processes in their own schools. As a result, our teachers will get to collaborate on these ideas with even more teachers and administrators. In addition, teacher teams will read Word Wise Content Rich to supplement their own ideas.

## 18K673 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	191	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	7	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	4	# Music	1	# Drama	2
# Foreign Language	4	# Dance	1	# CTE	N/A
School Composition (2013-14)					
% Title I Population	69.1%	% Attendance Rate			71.0%
% Free Lunch	68.5%	% Reduced Lunch			9.1%
% Limited English Proficient	1.1%	% Students with Disabilities			19.8%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			84.0%
% Hispanic or Latino	15.0%	% Asian or Native Hawaiian/Pacific Islander			0.5%
% White	0.5%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	5.34	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			N/A
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	6.2%	% Teaching Out of Certification (2013-14)			25.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			4.06
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	43.8%	Mathematics Performance at levels 3 & 4			53.2%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
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				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
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	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
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	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
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	NO				

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

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

### Part 1 – Needs Assessment

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

#### Strengths:

- Students including more analysis in their writing. In 2013-2014, in our lesson study PD the Social Studies, Science, and ELA departments all focused on argumentative writing, and all departments ended up focusing on how students use textual evidence and analysis to support their claims in writing. This saw a direct increase in our ELA regents Results. Our pass rate rose from 48% in 2012-2013 to 74% in 2013-2014. When our teachers analyzed the exams, they found the most marked increase in the critical lens essays, where student were using textual evidence and extending their answers through thoughtful analysis.
- Increase in students’ scores on Sections II-IV of the Integrated Algebra Regents. Sections II-IV of the Algebra regents are open ended questions that require students to show their thinking and the steps they took to solving math problems. Prior to this past year, the overwhelming majority of students did not attempt these problems. Last year in our Math Lesson study, we began working on explicitly teaching students the Mathematical Habits of Mind. These strategies allowed students to attack problems, even when they did not immediately know the correct solution or proper steps to take. The direct result was a drastic increase in the students attempting to answer open ended Regents questions and show their work on the Algebra Regents, skills that will better prepare them for college and the Common Core Math Exam.
- Students engaged in more independent reading with challenging texts. This year’s lesson study has focused on increasing the amount of independent reading students are doing in class. We saw a growth on internal assessments on students’ ability to annotate texts in Social Studies, Science and ELA, and in Math, internal assessments showed students improved on identifying misconceptions.

#### Needs:

- Increase in students independently reading complex texts in ELA, science, and social studies classrooms. One challenge that we have faced in our classrooms is that many of our students come in reading significantly below grade level. Upon entry, every student takes a reading assessment that measures their ability to read texts. The average score on this exam is 6<sup>th</sup> grade. This year, our classes have focused on this area through lesson study and teaching the skill of annotation. What has come up as a significant need is addressing students’ vocabulary aquisition. Through teacher-created assessments we have repeatedly seen that vocabulary is a significant block to students’ reading comprehension. We will work on a more systematic approach to increasing students’ vocabulary in our lesson study process next year.

### Part 2 – Annual Goal

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

By June of 2016, 80% of our students will see in an increase of one level on internally created assessments, which will be measured by school developed rubrics in reading comprehension and vocabulary acquisition.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Work in our department Lesson Study: In our lesson study, all departments will be focused on improving students’ vocabulary acquisition. The departments are meeting every other week for a two hour block to look at student work, write lessons, and revise curriculum to ensure students are increasing their understanding and use of vocabulary. At the end of each trimester, we have a lesson study share out where each department presents their work to the other departments using a consultancy protocol to get feedback. We will also share this process and unit plans that demonstrate this work with other schools through the Learning Partners Program.</p>	<p>All teachers</p>	<p>Start Date August 2015. End Date June 2016</p>	<p>The principal, assistant principal, and dept. heads.</p>
<p>Supervision and Support of SPED teachers.: This year we have added an additional special education teacher to our staff to increase the support of students. Teachers will be able to specialize in a department so we are able to provide increased support for our students. We have biweekly SPED instructional training where they will participate in a book study with the principal and assistant principal. Since they co-teach their classes, we purposefully program them to ensure they have prep time with their co-teachers. We also have weekly SPED department meetings to talk about students who struggle the most and brainstorm interventions.</p>	<p>SPED Teachers</p>	<p>Start Date August 2015. End Date June 2016</p>	<p>SPED teachers</p>
<p>Through our community schools grant we will be increasing parent outreach and participation. We plan to hold several community events where we discuss ways to ensure our students are successful. We will also be hosting student led conferences, where students will be talking with their parents and teachers about specific work assignments they have done and how they reflect a student’s strengths or areas to grow.</p>	<p>Parents</p>	<p>October 2015-June 2016</p>	<p>Principal, Assistant Principal, teachers, counselors</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.

- Department Head Positions: To ensure the work we are doing is meaningful, we will have biweekly meetings with department heads that will be afterschool.
- As a result of our involvement in the Learning Partner’s Plus program we will have 8 model teacher positions and a Master AP position. They will be responsible for ensuring this work moves forward and teaching other schools about this work.
- We have used our professional development time to have biweekly meetings on lesson study in departments.
- We have hired an additional special education teacher to ensure we are providing adequate support for our students.
- We pay for teaching artists to teach 6<sup>th</sup> period elective which frees up teachers for the Dept Lesson Study meetings.

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

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

**Part 5 – Progress Monitoring**

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

Every trimester, teachers will conduct two lesson study observations. During the observations they will collect evidence on student skills related to vocabulary and reading comprehension. Following the observations, they will examine internal assessments to see if there is improvement. At the end of every trimester, they will disseminate their findings at interdepartmental lesson study share outs.

January Regents: At this point, all staff will do a thorough item analysis and check that there is an overall increase in the multiple choice section of the English Regents and any questions tied to vocabulary and reading comprehension in the Algebra, Living, and Social Studies Exams.

March 2015: End of Term At this point, the Principal and Assistant Principal will do a review of teacher’s unit plans to ensure all classes have incorporated meaningful and purposeful vocabulary instruction.

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

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

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

### **Part 1 – Needs Assessment**

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

Strengths:

- The partnership with our CBO. Our school’s model is founded upon the principles of youth development. We have structures built into our school to ensure students social and emotional needs are being met, as well as their academic needs. Our community has worked in staff meetings to ensure this partnership is strong, refining different staff structures to ensure we are supporting students, while expecting them to grow socially and emotionally. This is a real strength of our school, as evidenced through our Quality Review and the comments on 3.4, our strong after school internship program, and our high Learning Environment Survey Results.
- Our attendance rates. The first year our school opened, we had an attendance rate of 73.98%. Attendance then fell to in the mid-sixties for the next three years. Last year our attendance rate rose to 71.04%, the highest it has been since the school opened. This year, our current attendance rate is 74%. The continued rise in attendance is reflective of the intensive attendance outreach our counselors do, as well as the inclusive environment our staff has created at our school.

Needs:

- One need that repeatedly comes up is for an increase in mental health and health services in our school. Based on information from staff meetings, parent interviews, and attendance outreach, students often have a difficult time meeting their health and other needs and balancing school. This year, we piloted vision screenings and sexual health screenings. While these were pilot programs, they were very successful as reported by student surveys. Counselors, teachers, and parents have indicated on our Community Schools Survey a need for more health care partnerships and mental health partnerships.

### **Part 2 – Annual Goal**

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

By June 2016, our school will increase community partnership interventions and provide needed health, mental health, and social services for 50% of students identified by their counselors as measured by 50% of students referred to the community schools liaison will receive and make contact with a local social service agency that addresses their needs.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Provide professional development with Dr. Eliot Goldman: We expand a partnership with Dr. Eliot Goldman to provide technical assistance for development of linkages to direct services at mental health clinics. He will lead trainings to ensure that staff are appropriately prepared to manage social and emotional needs of students. These trainings will develop staff capacity for working effectively with students, and adjusting interventions in accordance with student needs.</p>	<p>All teachers and counselors will receive training.</p>	<p>August 2015- June 2016</p>	<p>Community Schools Liaison, Director, Assistant Director, counselors, principal, assistant principal</p>
<p>School-wide Vision Screening: We will expand our current partnership with Helen Keller International to conduct vision screenings and free glasses for all of our students to increase wellness and improve academic performance.</p>	<p>180 students in the school</p>	<p>October 2015, March 2016</p>	<p>Community Schools Liaison, Principal, Director</p>
<p>Partnership with Dance Theater Etc: We will partner with DTE to provide summertime and afterschool extended learning activities in the arts and fitness. This will provide youth with opportunities for leadership and creative engagement</p>	<p>50 students</p>	<p>June 2015- June 2016</p>	<p>Community Schools Liaison, Learning to Work Coordinator, Principal, Director, Assistant Principal</p>
<p>Develop Partnerships with ICL Highland Park Clinic and Brooklyn Center for Psychotherapy: These partnerships will give students a fast track to mental health services.</p>	<p>100% of students referred by their counselors</p>	<p>September 2015- June 2016</p>	<p>Community Schools Liaison, Director, Assistant Director, Counselors,</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Community Schools Liaison: This staff member, funded through the Community School’s Grant, will oversee the Community Schools budget and ensure the action plan moves forward.</p>

Staff Meeting: We have weekly staff meetings to discuss the needs of students in our school and ensure students are receiving the appropriate referrals.

Americorp volunteer: We will be hiring a new staff member to assist in this work.

Partnership with SCO: SCO provides us with 8 full-time counselors. These counselors will all receive extensive training on the services available to students and be responsible for referring students for services.

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

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

- Monthly Community Schools' Meetings to involve community members, counselors, and staff to evaluate the effectiveness of resources and plan next steps.
- By December, the Community Schools Liaison will have conducted focus group interviews and surveys to assess the needs of the community.
- January through March we will have all students and families complete Needs and Assets surveys to give feedback on the progress we have made.
- In April we will host our annual Community School's Community Forum to get feedback from all stakeholders on our next steps and the initiatives we have begun.

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

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

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

### **Part 1 – Needs Assessment**

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

Successes:

- Teachers aligning teaching strategies and sharing best practices. Throughout the past two years, we have drastically reorganized our PL plan to be centered around Japanese Lesson Study. In this process, teachers work in departments to plan together, evaluate student work, and observe one another teach. Teachers are collaborating on curriculum and pedagogy, focusing both on what they are teaching and how they are teaching. Teachers share these practices at the end of every term, and we have seen all teachers having far closer alignment of their teaching strategies, a spread of the learning strategies and Math Habits of Mind and teachers trying effective teaching strategies that they were not using prior to the Lesson Study cycle. As a result of this work, we were the only transfer school chosen to be a host school in the Learning Partners Plus program sharing our work with 5 other schools and helping them implement this system in their own schools.

Need:

- In the past our school has been part of the Transfer School Common Core Institute (TSCCI) and received support for our lesson study process from Redesign, New Visions, and Eskolta. As a result each department had a dedicated coach who supported the department head in crafting the agendas and in facilitating the meeting. Next year, we will no longer be a part of TSCCI and departments and the Dept Heads will be supported only by the principal and the assistant principal. This will require department heads to take on even more of a leadership position in planning and facilitating lesson study.

### **Part 2 – Annual Goal**

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

By June of 2016, 100% of our department heads will be planning and facilitating all of their department meetings at an effective level as measured by internal surveys.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Over the summer, department heads will participate in our Learning Partners Program Retreat to build stronger community and reflect on best practices for lesson study.</p>	<p>Department heads</p>	<p>August 2015</p>	<p>Principal, Assistant Principal, Department Heads</p>
<p>During the school year, we will have bimonthly meetings with department heads. During this time we will share protocols for each stage of the lesson study and draft lesson study agendas.</p>	<p>Department heads</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principal, Department Heads</p>
<p>The principal and assistant principal will divide departments in their supervision of teachers. The principal will work with math and social studies and the assistant principal will work with science and ELA. They will supervise the teachers from those departments and link post observations to lesson study. In addition, they will observe lesson study meetings and give feedback to the department heads.</p>	<p>All teachers</p>	<p>September 2015- June 2016</p>	<p>Principal, Assistant Principal, Department Heads</p>
<p>The principal and assistant principal will create an online resource for different protocols and materials we use during lesson study.</p>	<p>All teachers</p>	<p>September 2015- June 2016</p>	<p>Principal, Assistant Principal.</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>We have teaching artists who teach classes that enable teachers to meet in departments twice a week and work on improving their instructional strategies.</p> <p>We provide coverage for departments twice a trimester to observe one another’s classes.</p> <p>We have biweekly meetings with department heads after school to discuss and align lesson study practices.</p> <p>We have 8 model teachers and a Master AP position to enable staff to share these best practices.</p>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p><b>Tax Levy</b></p>	<p>X</p>	<p><b>Title I SWP</b></p>	<p><b>Title I TA</b></p>	<p><b>Title II, Part A</b></p>	<p><b>Title III, Part A</b></p>	<p><b>Title III, Immigrant</b></p>			
	<p>C4E</p>		<p>21<sup>st</sup> Century Grant</p>	<p>SIG/SIF</p>	<p>PTA Funded</p>	<p>In Kind</p>	<p>Other</p>			

## **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.

- We hold bimonthly meetings with department heads to analyze the effectiveness of this work.
- We give out surveys to teachers at the end of each trimester to evaluate the success of Lesson Study and its facilitation.
- During our observations of teachers, we continually look for ways they are implementing these strategies in their work.
- Teachers give internal assessments at least twice a term to see if the strategies they are trying are successful.  
In February, we will have one-on-one meetings with all our teachers and administer an internal survey to evaluate the effectiveness of lesson study and meeting facilitation. At this point 80% of teachers should be rating meeting facilitation as effective or highly effective.

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

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

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

### **Part 1 – Needs Assessment**

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

Successes:

- One of the major successes of our school in Effective School Leadership is the culture of inclusive leadership. Our school is run in partnership between the DOE and SCO and the DOE principal and SCO director truly share responsibility for running the school. In addition, we have created several avenues to ensure that various constituents have input in the school decision making process. We have monthly consultation committee meetings made up of counselors, teachers, and the Community Schools Liaison that brings issues up to leadership and brainstorms solutions. We have weekly full staff meetings to ensure the cabinet hears from a variety of staff voices. There is a student leadership that regularly presents ideas to administration. In addition, the principal and assistant principal meet biweekly with department heads to meet about lesson study and hear other academic concerns. Administration meets once a week to review upcoming issues, plan staff meetings, and meet about students. These structures have created a feeling of shared responsibility and ownership over the school. This is evident in our Framework for Great Schools Report of 2014, where we received a 97% on inclusive principal leadership and a 96% on teacher influence, program coherence, and principal instructional leadership.

Needs:

- One core need of the school is create a career ladder for teachers in this school. At this point we have four department heads, however, we have many teachers who have been here for several years and we want to create more opportunity for leadership for these teachers. Next year, we will have 8 model teacher positions through the Learning Partner’s Plus Program. Our goal is for these model teachers to adopt a learning stance, effectively host school visits, articulate our schools teaching philosophy to other educators and share their best practices with their peers at other schools.

### **Part 2 – Annual Goal**

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

By June of 2015, 50% of our teachers will have hosted school visits, shared best practices with other schools, collected materials and shared them with visiting teachers as measured by survey responses from our LPP partner teachers and principals.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Over the summer, we will hold a retreat to train our model teachers and build relationships with our partner schools to foster this work.</p>	<p>Model teachers</p>	<p>August 2015</p>	<p>Principal, Assistant Principal</p>
<p>During the school year, we will have bimonthly meetings with all model teachers. During this time we will share protocols for each stage of the lesson study and discuss effective facilitation of visits from LPP partner schools.</p>	<p>Model teachers</p>	<p>September 2015- June 2016</p>	<p>Principal, assistant principal, model teachers.</p>
<p>During the year we will strategically partner LPP partners with teachers and observe model teachers “hosting” a visit. Following each visit, we will have our LPP Partners complete a survey on its effectiveness.</p>	<p>Model teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, assistant principal, model teachers.</p>
<p>The principal and assistant principal will attend Host Principal support meetings run by LPP to share out plans and receive feedback from other Host Schools in LPP.</p>	<p>Principal and assistant principal</p>	<p>Throughout the school year</p>	<p>Principal and assistant principal</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> <li>• Model Teacher Positions: To ensure the work we are doing is meaningful, we will have bimonthly meetings with model teachers.</li> <li>• As a result of our involvement in the Learning Partner’s Plus program we will have 8 model teacher positions and a Master AP position. They, with the principal, will host school visits and visit other schools to build on the lesson study process.</li> <li>• We have used our professional development time to have biweekly meetings on lesson study in departments.</li> <li>• We pay for teaching artists to teach 6<sup>th</sup> period elective which frees up teachers for the Dept Lesson Study meetings.</li> </ul>
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

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

**Part 5 – Progress Monitoring**

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

- We hold bimonthly meetings with model teachers to analyze the effectiveness of this work.
- We give out surveys to our learning partners at the end of each visit to evaluate the success of the visit and its facilitation.
- We will observe each model teacher hosting visits and give them feedback.
- We will have regular meetings with principals from our partner schools to receive feedback on the work.

In February, we will administer an external survey to our learning partners school through the LPP office. We would expect 80% of participants to rank sharing of resources and best practices as effective or highly effective.

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

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

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

### Part 1 – Needs Assessment

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

#### Strengths:

- Outreach to families. One strength of our school is the intensive daily outreach our counselors do to the students and their families. Every day a student is not here, parents are contacted by the student’s counselor. Counselors also contact parents about updates in classes etc. This strength was demonstrated by our well-developed rating in our School Quality Review on indicator 3.4 (Establishing a culture for learning that communicates high expectations to staff, students, and families.) In addition, it is evident in the rise in our attendance. This year our attendance rate is 74%, the highest it has been since the year the school opened.

#### Needs:

- One need of our students is stronger post-secondary planning. For many of our students, getting through high school is a significant challenge. While most plan to go to college, many are not successful in completing college or getting into an appropriate job training program. Furthermore, we do not have a strong system for tracking grads, making it difficult to assess their success.

### Part 2 – Annual Goal

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

By June 2016, 80% of our seniors will have participated in mentoring with an East Brooklyn Alumni, that includes regular meetings and discussing life after high school, the process of finding a job and applying for college as measured by logs of the future focus counselors on work with seniors.

### Part 3 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Establish a formal mentoring program within advisory. Alumni will partner with specific advisory groups to engage in substantive conversations over time and particularly focus on helping students with college and career planning. We would like these alumni advisory days to happen monthly. We will also revise advisory curriculum with the help of Eskolta, an organization who work closely with transfer schools</p>	<p>Students in future-focus caseloads (seniors) and alumni</p>	<p>October 2015 – June 2016</p>	<p>Community Schools Liaison, Future Focus counselors, Principal, Assistant Principal, Director, Assistant Director.</p>
<p>We will host formal alumni dinners to re-engage alumni and discuss challenges they are facing and ways to be successful outside of high school.</p>	<p>Alumni</p>	<p>September 2015, January 2016, April 2016</p>	<p>Community Schools Liaison, Future Focus counselors, Principal, Assistant Principal, Director, Assistant Director.</p>
<p>We will improve our alumni monitoring system to ensure we have accurate data and contact info. During recruitment for alumni mentoring we will ensure our system is up to date.</p>	<p>Alumni and staff</p>	<p>September 2015- June 2016</p>	<p>Community Schools Liaison, counselors, Principal, Assistant Principal, Director, Assistant Director.</p>
<p>We will host events with parents and alumni so parents can hear first hand about students' experiences after high school and we can ensure parents have resources to support their families as their students graduate.</p>	<p>Parents, Alumni, seniors</p>	<p>October 2015, February 2016, April 2016</p>	<p>Community Schools Liaison, Future Focus counselors, Principal, Assistant Principal, Director, Assistant Director.</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> <li>• <b>Community Schools Liaison:</b> This staff member, funded through the Community School's Grant, will oversee the Community Schools budget and ensure the action plan moves forward.</li> <li>• <b>Staff Meeting:</b> We have weekly staff meetings to discuss the needs of students in our school and ensure students are receiving the appropriate referrals.</li> </ul>

- Americorp volunteer: We will be hiring a new staff member to assist in this work.

- Partnership with SCO: SCO provides us with 8 fulltime counselors. These counselors will all receive extensive training on the services available to students and be responsible for referring students for services.

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

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

- At the end of each trimester, future focus students will take surveys to evaluate the effectiveness of advisory and the mentorship model.
- Counselors will engage in a lesson study cycle to work together to evaluate the advisory curriculum throughout the year.
- We will hold monthly Community Schools’ Meetings to involve community members, counselors, and staff to evaluate the effectiveness of resources and plan next steps.
- January through March we will have all students and families complete Needs and Assets surveys to give feedback on the progress we have made.
- In April we will host our annual Community School’s Community Forum to get feedback from all stakeholders on our next steps and the initiatives we have begun

By February we will administer surveys to counselors and seniors in our future focus group. 60% of students will have engaged in alumni mentoring by then.

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

## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Reading assessment given during entrance exams, low Regents scores in ELA, internal teacher assessments, history of failing classes.	Explicit instruction in learning strategies and repeated readings.	Small group and one-on-one pullout	During 6 <sup>th</sup> period, during our pullout.
<b>Mathematics</b>	Low 8 <sup>th</sup> grade and Regents scores in Mathematics, internal teacher assessments, and history of failing classes.	Explicit instruction in mathematical habits of mind and remedial mathematic skills instruction.	Small group and one-on-one pullout	During the school day, after school.
<b>Science</b>	Reading assessment given during entrance exams, internal teacher assessments, and low Regents scores.	Explicit instruction in learning strategies	Small group and one-on-one pullout	During the school day, after school.
<b>Social Studies</b>	Reading assessment given during entrance exams, internal teacher assessments, and low Regents scores.	Explicit instruction in learning strategies	Small group and one-on-one pullout	During the school day, after school.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Based on intake interviews and assessment of student needs during one-on-one conversations and advisory.	One-to-one socio-emotional supportive counseling using  Motivational interview strategies	Group and one-on-one	During the school day, after school.

## 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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>In order to create interesting, engaging lessons for students that make them want to attend school, we recognize the need to have highly qualified teachers at East Brooklyn. We have partnered with New Visions to recruit highly qualified staff for our openings. We have organized a hiring committee. This committee has hosted several hiring events. Not only have we attended New Visions and DOE recruiting events, we have held open houses when we invite prospective teachers to tour the school. These are student run and give candidates a sense of our students and school community. Furthermore, all candidates have presented mini-lessons to our students afterschool and participated in a roundtable reflection on their lessons. Through these processes we are ensuring we have high quality teachers committed to improving their instructional practices. Once teachers are hired, we host a summer PD and then monthly meetings for new teachers. We are creating an internally funded model teacher position who will be working intensely with new teachers throughout the school year around classroom management and planning. We also structure our program to ensure new teachers can co-teach at least one class.</p>

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>We provide professional development to our teachers through our lesson study format. Teachers collaboratively examine student work, create lessons, teach, analyze work again, refine their lessons, and engage in collaborative processes to improve teaching. We also have a weekly staff meeting where we discuss youth development principles and issues pertinent to the school. Every summer, we pay teachers to come in and do additional training around lesson planning. Finally, the principal and assistant principal purposefully divide teachers to provide supervision aligned to the lesson study. This work involves not only observations, but planning sessions, examination of student data etc.</p>

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

**3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

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

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

Not Applicable

**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.

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

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	125,688.00	X	Section 5A-5E
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,561,938.00	X	Section 5A-5E

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

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

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

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

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

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

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

effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

### **Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)** ***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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

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

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#### ***School Parent Compact East Brooklyn Community High School***

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

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

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

- using academic learning time efficiently;

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

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

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

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

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

**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 <b>18</b>	Borough <b>Brooklyn</b>	School Number <b>673</b>
School Name <b>East Brooklyn Community High School</b>		

**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 <b>Patrick McGillicuddy</b>	Assistant Principal <b>Colleen O'Connor</b>
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher <b>Colleen O'Connor</b>	School Counselor <b>Michelle Bearman</b>
Teacher/Subject Area <b>Marygiulia Capiobianca/English</b>	Parent <b>Jewel Lopez</b>
Teacher/Subject Area <b>Mattie Koerner/SPED</b>	Parent Coordinator <b>Karen Lopez</b>
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent <b>Donald Conyers</b>	Other (Name and Title)

**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	<b>0</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language arts teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	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]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

**D. Student Demographics**

Total number of students in school (excluding pre-K)	<b>150</b>	Total number of ELLs	<b>1</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> 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 type="checkbox"/>	No <input checked="" 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 #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	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					
<b>All ELLs</b>	1	<b>Newcomers</b> (ELLs receiving service 0-3 years)	0	<b>ELL Students with Disabilities</b>	1
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	0	<b>Long-Term</b> (ELLs receiving service 7 or more years)	1

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

	ELLs by Subgroups									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	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>							1			0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE													0	0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian													1	0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)														0
<b>Emerging</b> (Low Intermediate)														0
<b>Transitioning</b> (High Intermediate)														0
<b>Expanding</b> (Advanced)													1	0
<b>Commanding</b> (Proficient)														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											1	1	1	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											1	1		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	0	0	0	0
Integrated Algebra/CC Algebra	0	0	0	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	1	0	1	0
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	1	0	0	0
Geography	0	0	0	0
US History and Government	1	0		0
LOTE	0	0	0	0
Government	0	0	0	0
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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.  
 At East Brooklyn, we work with students who are overaged and undercredited and often lacking certain literacy skills high school students need to be successful. Our first step in assessing students is to look back at their eighth grade ELA and Math scores as well as previous Regents and NYSESLAT scores. As a school we use a reading assessment through Achieve 3000 to assess their reading abilities and do individual pull-out sessions with teacher created assessments to assess students literacy skills. We are investing in Pearson Reading QRI to be able to accurately assess students on an interim basis.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 We currently have only one ELL student who is a long-term ELL and a special education student. She has received a 55 on the ELA Regents. She, like many of our students, struggles with literacy skills, testing at approximately a 6<sup>th</sup> grade level; however, this is the average result for all students in our school. She continues to score at an advanced level on the NYSESLAT.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 The data reveals that we consistently have a small number of ELL students (less than 5) who are all long-term ELLs. This past year, 2 of 3 students scored at a proficient level, one of whom has an IEP. We typical have 50% or above passing the NYSESLAT each year. It is difficult to analyze data trends as we have such a small number of ELLs.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?

We currently only have one ELL student, who did not want to take any exams in her native language and said she cannot read her native language. The school leadership team and teachers have access to NYSESLAT results and periodic assessments in the school. Teachers focus on whichever domain of the NYSESLAT is lower for ELL students, which for most of our ELL students have been the

Reading and Writing Sections. Our school has learned that reading and writing skills are still critical for our ELL students and we need to increase our explicit vocabulary instruction. This year as a school we are focused on vocabulary instruction in all 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*.]  
NA
6. How do you make sure that a student's new language development is considered in instructional decisions?  
East Brooklyn is distinguished by a school culture immersed in the best practices of youth development, which integrates two equally important components - a standards-based instructional model, and a support structure which focuses on leadership development, goal-setting and community building - into an educational community that focuses on students' strengths and fosters achievement. The design addresses the learning needs of a heterogeneous student body of high school-aged adolescents who have previously been truant or dropped out of school and have a wide range of literacy and numeracy proficiencies. Academically, students are engaged in a flexible, well-rounded high school curriculum that integrates literacy throughout an interactive instructional model. We have counselors and staff who are fluent in a variety of languages.
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?NA
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
With such a limited number of ELL students (1) we have very limited data to assess our program. We regularly looked at teacher created assessments, Regents scores, class pass rates, and NYSESLAT results to see the success of our program. We will continue to evaluate the success of our current ELL students by examining these pieces of data.

## 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.  
  
Before students enter our school they go through an intake process that includes an interview with the student and a later interview with the student and the parent. Advocate Counselors and our Program Facilitator conduct these interviews and are responsible for assessing language needs. During this time, new families to the DOE complete the HLIS, and if they indicate their home language is a language besides English, a DOE administrator with an SBL, and our SPED teacher, Jimmy Walker, join the interview. At this time, we discuss the three options available to parents and show them the DOE video explaining the three choices for ELL instruction. We also explain for parents the NYSITELL to ensure they understand the evaluation process and how a student qualifies for ELL services. If a family's native language is not English, we conduct the informal interview in their native language, either through internal translators (when the native language is Haitian Creol or Spanish) or external translators. We therefore ensure the HLIS is completed within ten days, and it is filed in the main office file cabinets. If the NYSITELL is necessary we would then administer it within the 5 days mandated. It would be administered by Colleen O'Connor. Because of the nature of a transfer school, we have as of yet never had a student who fell into this category.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).  
We conduct an indepth parent interview with every incoming student where we cover previous school history. During this process, we explicitly ask about interruptions in formal education.
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).  
For new students enrolled with IEPs, during the parent interview we will ask if the language at home is other than English. If it is, we will assemble the LPT team and assess the student's writing, reading and oral skills as well as their family history to determine if the student should take the NYSITELL or not. Then assessment continues as usual.
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.

If a new student qualifies for ELL services, we send home an entitlement letter, translated into the appropriate language. Colleen O'Connor will print the letter, mail it, and retain all copies for our student files. In addition, we then hold a parent meeting to discuss the results. If the student qualifies for ELL services, we review again the three choices parents have for ELL instruction--Transitional Bilingual Education, Dual Language Education, and Free-standing ESL. Parents chose the option they would like for their child, completing the Program Selection Form and Parent Survey which are then filed in the main office. If the option is not available at our school, we explain that we need 15 students who speak the same language to all ask for this option for their child to offer the program and also refer them to other schools that do offer the option of choice. Finally, if we do not hear from parents, our advocate counselors do a home visit reaching out around their choice for language instruction. Mattie Keorner will accompany them on these visits to ensure a pedagogue is present to explain the choices and the parent completes the Program Selection Form and Parent Surveys.

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).  
We would explain this to parents and students 18+ in their native language during the intake process. We would also send home a letter to parents in their native language. We would explain to them that if they disagree with the ELL status they can appeal it through the DOE.
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.  
See question 1. We show them the DOE video explaining the three choices during our parent interview. They would decide upon enrollment and counselors reach out daily to parents to follow up.
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.  
As was described above, we do our best to meet the needs and instructional program requests of all parents. We will have parent interviews, send home letters, do home visits, and conduct follow-up interviews to ensure parents are consulted in this decision and understand the process and different options they have for instruction. As a transfer school, all students are previously enrolled in another DOE school, so we do not have to administer the home language surveys.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
Our school secretary tracks these and our counselors do home visits and outreach until they are completed and in.
9. Describe how your school ensures that placement parent notification letters are distributed.  
At the beginning of the year, our school secretary mails all parent notification letters and counselors do outreach to ensure they received them.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
All documents are kept in files in the main office and a copy is placed in student's school file.
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.  
We first explain the test to students and parents and let them know the dates. We then set up four separate tests dates, two primary test dates and two alternate test dates. Students are excused from class, and a teacher works one-on-one with them to ensure all students are tested.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
At the beginning of the year, our school secretary mails all entitlement and transitional support letters and counselors do outreach to ensure they received them.
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).  
We have not had parent survey and program selection forms for the last few years so have no data to assess.

## Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.

We currently do not have a certified ESL teacher, but have a SPED teacher who has worked with ELL students before, an English teacher who is fluent in Spanish, and we are working on hiring an F-status ELL teacher. Our one ELL student is also a SPED student, and we provide push-in and co-teaching support in her classes. She is in a co-taught English class. All classes at EBCHS are ungraded, since we individually program each student based on his/her credit needs.
  - b. TBE program. *If applicable.*

NA
  - c. DL program. *If applicable.*

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

Currently we have one ELL student who is in a co-taught English class with her SPED teacher. Once we hire a ENL teacher, he/she will provide pull-out and push-in services during that time and after school. Our one ELL student is in the integrated program model, we have no students in the TBE or Dual Language models. Currently an uncertified teacher is providing the ENL minutes through push-in services in this class and afterschool.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

We only have one ELL student currently. We have had conversations with her about her preferences around evaluation, and she has on numerous occasions said that she reads and writes better in English than her native language. We will still offer her Regents and other assessments in her native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Our SPED teachers will do one-on-one pullout to evaluate and provide critical direct instruction to our one ELL student. These teachers use teacher created assessments to assess students speaking, listening, reading, and writing skills throughout the year. At the end of the year, we will administer the NYSESLAT as well.
6. How do you differentiate instruction for 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

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

Chart	<p>weaknesses. Similarly, they would work with the ELL teacher in 7th period. Finally ELL students with special needs would receive all services mandated on their IEPs in the language required and also work with the ELL instructor during 7th period.</p> <p>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 <i>ELL Policy and Reference Guide, Re-Identification of ELL Status</i> section.</p> <p>We continue to assess the student throughout the year and our LAP team continually evaluates the students progress at monthly intervals, both examining student assessments as well as students progress in course content.</p> <p>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?</p> <p>Teachers of ELL-SWDs continue to focus heavily on explicit instruction in the learning strategies and vocabulary development to provide access to academic content. They preview materials with students, adapt assignments when necessary, and provide additional oral and written instruction and direction. We will also be regularly using the Pearson Reading QRI to track student progress and identify new goals.</p> <p>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?</p> <p>Our school believes in an inclusive model of special education. All students are individually programmed based on their academic and credit needs and we provide our special education services in a push-in model to ensure students are educated in the Least Restrictive Environment. Our ELL student has an IEP and the SPED instructors will create holistic IEP goals that also address her language needs. They monitor progress through formative assessments, teacher created assessments, and statewide exams.</p>
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**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 (Chart 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	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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



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

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <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	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

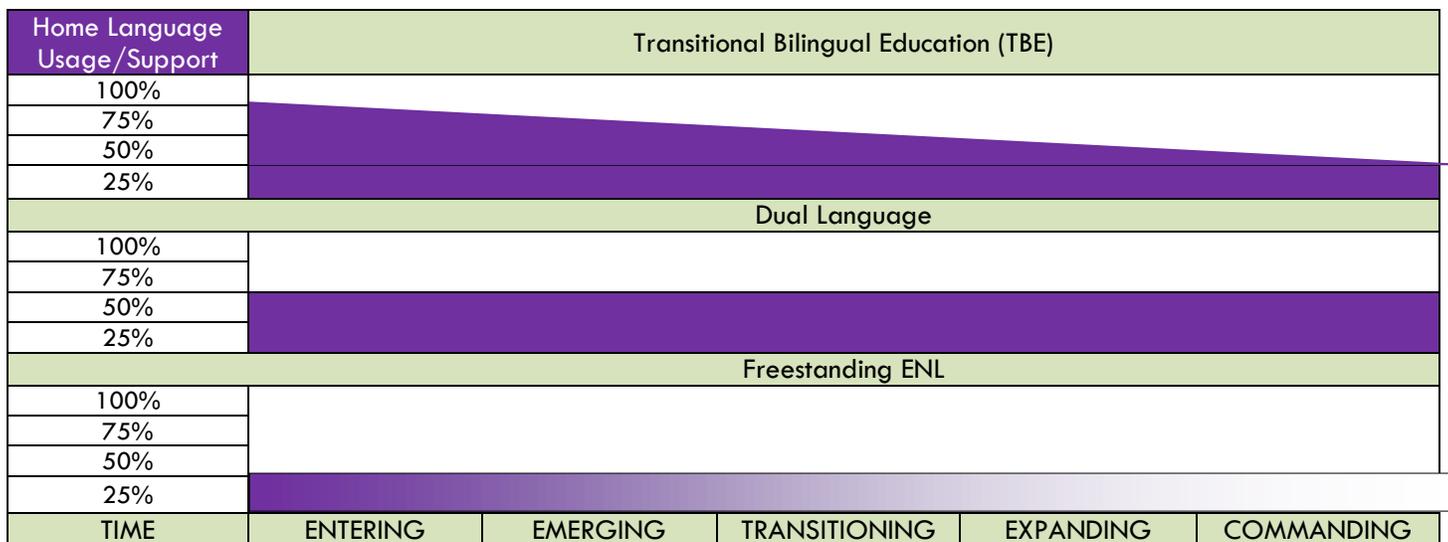


\*Note: “other approved services” does not apply to New York City at this time.

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.  
Currently we have one ELL student and we offer intervention in English. We have an ELA co-taught class which focuses on literacy skills and increasing reading and writing fluency. Our ELL student is programmed for this class, and is currently very successful in class. There is afterschool SGI when needed. We offer math classes in English. Our ELL is currently not scheduled for Math classes because of her prior history and credit needs. If she was scheduled for math, she would be placed in a co-taught class that focuses on the mathematical habits of mind. There is also SGI in math afterschool.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Our one ELL student is currently passing classes that she is needing support in, and her SPED teacher has assessed her writing and reading skills as very typical of students in our building. Our previous ELL students have scored proficient on the NYSESLAT exams and passed classes they have been present for.
12. What new programs or improvements will be considered for the upcoming school year?  
This year, we are looking into hiring an F-status ELL teacher to provide ELL services. In addition, we have hired an additional SPED teacher, allowing one of our three SPED teachers to focus solely on ELA and reading skills. Finally, we are focusing as a school on vocabulary acquisition skills and vocabulary instruction.
13. What programs/services for ELLs will be discontinued and why?  
None
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
Every student at EBCHS is afforded equal access to all programs. After school, we have SGI which our ELL student is encouraged to come to, and we also have a LTW program, which she is also encouraged to attend. We have bilingual staff who communicate these opportunities to her parent.
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.  
Our school has access to a lot of computer technology and online courses. Every class is equipped with a set of laptops and teachers and or students have continual access to online dictionaries and translators. We have document projectors and smartboards in every room. We also have access to Achieve 3000 which provides leveled academic readings to help increase reading fluency.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
We provide native language support through access to online translators and software designed to support ELLs in classrooms. We currently only have one ELL student who is more comfortable reading, writing, and speaking in English.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Since any ELL students at our school are overaged and under credited, we always individually program students so the services and resources correspond to students age, grade levels, and credit needs. ELL students will be programmed in the same way, while taking into account the need for additional language acquisition skills
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 students who are enrolled are paired with a counselor who conducts and interview with the student and the family. The counselor conducts home visits and outreach to the family. If we had a newly enrolled ELL student, we would pay particularly close attention to the language needs of the student and family and communicate with teachers around the students needs. Every two weeks we have progress reports and the counselor would work with the student to ensure he/she was passing classes and understanding the material. When interventions are necessary, our SPED teacher and the counselor would work with teachers to differentiate instruction.
19. What language electives are offered to ELLs?  
We offer American Sign Language as language electives to all students.
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)?

NA

## 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.)  
We train all our staff on using Blooms Taxonomy, Sheltered Instructional Model, and teaching Literacy Strategies across the curriculum. This year, we will utilize our lesson study process to have all teachers conduct action research on explicitly teaching vocabulary skills.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
At the beginning of the year, we have worked on teachers creating meaningful, common core aligned learning targets, and as they year goes of our departments will use non-lesson study meetings to focus on common core tasks and skills.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
We provide training for counselor's and teachers on supporting students through a strength-based approach and creating a positive school culture. Counselors are given more in-depth trainings from a psychologist on supporting all students' social and emotional needs. We have staff meetings where we discuss in depth different students strengths and areas to grow and then brainstorm intervention strategies. One of these will be focused on our ELL students. In addition, we will be trying to connect with external agencies to come in and run trainings on ENL 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.  
We have counselors who are bilingual to assist students in applying to college, helping make a smoother transition for these students. We will dedicate at least 15% of our teacher PD to working on language allocation strategies and co-teacher strategies specific to ELL students. We are currently spending all our department time working through the lesson study process on vocabulary acquisition and literacy skills. In addition, we have recently hired another SPED teacher and are doing school wide PDs on co-teaching strategies.

### 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?

Our school partners with SCO Family Services to provide wraparound support for our students and families. Each student has an advocate counselor who works with the family to ensure the student is successful in school. We have advocate counselor's fluent in other languages and whenever a student's home language is not English, we assign a bilingual advocate counselor to the family. In addition, we have an in depth interview process that includes a parent interview to help us assess the parent's needs. Currently our one ELL has had her parent come to the building for the interviews and has regular contact with her counselor. We have regular parent meetings where teachers and administrators can discuss her language acquisition and progress on tests.

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.

We hold in person meetings, make phone calls and home visits, and send letters home to our ELL parents in their native language. All outreach is documented by the student's advocate counselor in our online gradebook system.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

We hold regular parent meetings and PTA meetings that cover a wide variety of topics related to students educational needs. In addition, we are a community school and partnered with SCO Family Services to provide workshops and wraparound services to all parents in our school.

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

Our school partners with SCO Family Services to provide wraparound support for our students and families. Through this organization we provide workshops to ELL parents on issues from curriculum and language allocation to immigration and college.

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

We conduct a comprehensive parent interview as part of our intake process to assess the needs of parents and students.

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

Paste response to question here:

### 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:

## Part VI: LAP Assurances

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)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ENL/Bilingual Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	School Counselor		
	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		1/1/01
	Other _____		1/1/01

**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

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

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

**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.learn DOE.org/tiu/lac](http://www.learn DOE.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**

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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.

Parent language preferences in our school are primarily assessed through our in person parent interviews when we discuss parent needs and wishes of how to be communicated with. We also look at blue cards and internal school surveys. About 95% of families wish to be communicated with in English.

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, Spanish, Haitian Creole

**Part B: Creating a Communications Calendar**

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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.)

Parent Teacher Conference Announcements, Letters about the end of the trimester, Regents Testing dates, letters from school leadership.

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.

Parent-teacher conferences, Parent meetings, community school nights, counselor attendance calls to families.

### **Part C: Providing Language Assistance Services**

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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.

Counselors and administration track language needs of all families. We have on staff members who speak and write Spanish and members who speak and write Haitian Creole and handle all interpretation for us internally.

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.

We will use on-site interpreters provided by in school staff and our SBO to communicate with families.

### **Part D: Training Staff on Policies and Procedures**

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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.)

We will hold trainings for all staff members in September to ensure they are aware of translation services. All staff will receive a copy of the "I speak" card

**Part E: Providing Notice of Language Assistance Services**

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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

**Part F: Monitoring and Quality Control**

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

We conduct parent surveys for feedback every trimester.