2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 14K478
School Name: THE HIGH SCHOOL FOR ENTERPRISE, BUSINESS AND TECHNOLOGY
Principal: HOLGER CARRILLO
Comprehensive Educational Plan (CEP) Outline

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Section 7: Support for Students in Temporary Housing (STH)

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Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
### School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>High School for Enterprise Business and Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Number (DBN):</td>
<td>14K478</td>
</tr>
<tr>
<td>BEDS Code:</td>
<td>331400011478</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>9-12</td>
</tr>
<tr>
<td>School Address:</td>
<td>850 Grand Street Brooklyn, NY 11211</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-387-2800</td>
</tr>
<tr>
<td>Fax:</td>
<td>718-387-2748</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Holger Carrillo</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:HCarril@schools.nyc.gov">HCarril@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Holger Carrillo</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Adam Benson</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>CloverlyMasters</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Jane Wharton</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>John Rivera</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>Fabiola Leonardo Almonte</td>
</tr>
<tr>
<td></td>
<td>TaylaRivera</td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### District Information

| Geographical District: | 14 |
| Superintendent: | Janice Ross |
| Superintendent’s Office Address: | 1396 Broadway, Room 110, Brooklyn, NY 11221 |
| Superintendent’s Email Address: | jross11@schools.nyc.gov |
| Phone Number: | 718-455-4635 |
| Fax: | (718)455-4684 |

### Field Support Center (FSC)
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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holger Carrillo</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Adam Benson</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>CloverlyMasters</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Jason Flowe</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>John Rivera</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Fabiola Leonardo Almonte</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Tayla Rivera</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Jane Wharton</td>
<td>Member/ Chairperson/ CSA Rep</td>
<td></td>
</tr>
<tr>
<td>Eddie Cantos</td>
<td>Member/ UFT SLT Representative</td>
<td></td>
</tr>
<tr>
<td>Andrea Fisher Kane</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Tennise Hylton</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Santa Collado</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
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<td>Member/</td>
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</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
</tr>
</tbody>
</table>

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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. **Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our mission statement reads as follows: We believe that all students can achieve academic excellence. Teaching them to be responsible and productive citizens and preparing them to participate fully in the world they will face after graduation is an essential component at EBT. The entire school community is committed to ensure the students' cognitive, creative and social growth. In partnership with universities, corporations and community organizations, students will have the opportunity to experience the world of work.</td>
</tr>
</tbody>
</table>
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

Located in East Williamsburg, The High School for Enterprise, Business and Technology (EBT) is one of the three high schools located at the Grand Street Campus. Over the past few years, our four-year graduation rate has exceeded 75%, above the city average, including reaching over 80% for the class of 2016 and 78% for the class of 2017. As of June of 2018, EBT is officially an International Baccalaureate World School, and will begin to offer IB courses leading to the IB diploma in September, 2018. In addition to their core academics, students have the opportunity to participate in three CTE (Career and Technical Education) programs (CISCO Networking Academy, Academy of Hospitality and Tourism, and new this year, engineering), join any of the 20 sports teams on campus, or join our award-winning arts program, with classes in instrumental music, chorus, and visual art. Our student population is primarily Black and Latino (95%) and majority male (66%), with sizeable populations of English Language Learners (8%) and students with IEPs (17%).

3. Describe any special student populations and what their specific needs are.

EBT’s focus is to serve our special populations by giving them the skills and knowledge necessary to graduate from high school and to succeed in college and career. Our ELLs need additional support in language acquisition and support in the four modalities (speaking, listening, reading and writing), as well as helping them acclimate to a new culture. Our students with IEPs need additional support in higher level cognitive activities, including written and mathematical analysis and extended writing, as well as help in managing behavior and overcoming challenges and setbacks in a constructive manner.

4. Identify 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.

We have worked extremely hard to meet the city-wide expectations set forth in the Framework for Great Schools.

Two areas of celebration are as follows:

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

Supportive Environment: We recently began a peer mentoring program, in collaboration with the Center for Supportive Schools in Princeton, NJ. Peer mentors from our upper grades meet with a group of 9th graders on a weekly basis, to discuss and plan for making good choices, becoming successful high school students and avoiding pitfalls. We are looking to grow in this area by having our student government take a more active role in getting students voices heard in the building decision making process. We have also recently started a Gender/Sexualities Alliance across all three schools at the Grand Street Campus, which focus on issues facing the LGBTQ+ community.
have also created formal channels for teachers and other staff members to raise concerns with the administration; UFT members have an appointed time slot at each cabinet meeting, in addition to the monthly consultation committee meeting between UFT members and administration.

One area for improvement follows:

Effective School Leadership: According to the 2017-18 School Quality Guide, only 44% of teachers say that the principal is an effective manager who makes the school run smoothly, and only 54% of teachers say that they trust the principal. We began to address this concern last year by hosting a school-wide off-site meeting focused on developing a new school mission and shared vision, and by allowing more opportunities for teachers to express their concerns to the administration through UFT representatives, both formally and informally.
## School Demographics and Accountability Snapshot for 14K478

### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>09,10,11,12</td>
<td>872</td>
<td>No</td>
</tr>
</tbody>
</table>

### English Language Learner Programs (2018-19)

<table>
<thead>
<tr>
<th>Dual Language</th>
<th>Self-Contained English as a Second Language</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
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</tr>
</tbody>
</table>

### Special Education Programs/Number of Students (2015-16)

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th>SETSS (ELA)</th>
<th># Integrated Collaborative Teaching (ELA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>36</td>
<td>152</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th># Special Classes (Math)</th>
<th>SETSS (Math)</th>
<th># Integrated Collaborative Teaching (Math)</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td>55</td>
<td>154</td>
</tr>
</tbody>
</table>

### Types and Number of Special Classes (2018-19)

<table>
<thead>
<tr>
<th># Visual Arts</th>
<th># Music</th>
<th># Drama</th>
<th># Foreign Language</th>
<th># CTE</th>
<th># Dance</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>23</td>
<td></td>
<td>12</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

### School Composition (2017-18)

<table>
<thead>
<tr>
<th>% Title I Population</th>
<th>% Attendance Rate</th>
<th>% Redundant Lunch</th>
<th>% Limited English Proficient</th>
<th>% Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>80.0%</td>
<td>85.2%</td>
<td>1.1%</td>
<td>9.9%</td>
<td>18.3%</td>
</tr>
</tbody>
</table>

### Racial/Ethnic Origin (2017-18)

<table>
<thead>
<tr>
<th>% American Indian or Alaska Native</th>
<th>% Black or African American</th>
<th>% Asian or Native Hawaiian/Pacific Islander</th>
<th>% Multi-Racial</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.8%</td>
<td>31.8%</td>
<td>4.5%</td>
<td>1.9%</td>
</tr>
</tbody>
</table>

### Years Principal Assigned to School (2018-19)

<table>
<thead>
<tr>
<th>% of Teachers with No Valid Teaching Certificate</th>
<th>% Teaching Out of Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>2%</td>
<td>20%</td>
</tr>
</tbody>
</table>

### Student Performance for Elementary and Middle Schools (2017-18)

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
<th>Science Performance at levels 3 &amp; 4 (4th Grade) (2016-17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Student Performance for High Schools (2017-18)

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
<th>Global History Performance at levels 3 &amp; 4</th>
<th>US History Performance at Levels 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>84%</td>
<td>81%</td>
<td>69%</td>
<td>82%</td>
</tr>
</tbody>
</table>

### 4 Year Graduation Rate

<table>
<thead>
<tr>
<th>Regents Diploma w/ Advanced Designation</th>
<th>% ELA/Math Aspirational Performance Measures (2015-16)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.4%</td>
<td>15%</td>
</tr>
</tbody>
</table>

### Overall NYSED Accountability Status (2018-19)

<table>
<thead>
<tr>
<th>Reward Recognition</th>
<th>In Good Standing</th>
<th>Focus District</th>
<th>Priority School</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>White</th>
<th>Multi-Racial</th>
<th>Students with Disabilities</th>
<th>Limited English Proficient</th>
<th>Economically Disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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</tbody>
</table>

#### High School

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>White</th>
<th>Multi-Racial</th>
<th>Students with Disabilities</th>
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</tr>
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<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Priority School

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>White</th>
<th>Multi-Racial</th>
<th>Students with Disabilities</th>
<th>Limited English Proficient</th>
<th>Economically Disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

1. According to the most recent 2017-18 School Quality Guide, the High School for Enterprise, Business and Technology (EBT) scored 3.72 in the “Rigorous Instruction” category, above both the borough and city average. EBT scored a rating of “Well Developed” in the quality review measure of “How interesting and challenging is the curriculum?” on its most recent quality review (2017-18). All of these ratings speak very well for our school’s commitment to rigorous instruction.

Some highlights from the 2017-18 School Quality Guide and the 2016–17 School Performance Dashboard include the following:

- Percent of 9th grade students earning enough credits to be on track for graduation: 88%, compared to 79% in comparison group.
- Percent of 10th grade students earning enough credits to be on track for graduation: 75%, compared to 73% in comparison group.
- % of students who came in at Level 1, who graduated in four years: 66%, compared to 60% in comparison group.

Other indicators of rigorous instruction include the following:

- EBT is now an IB (International Baccalaureate) World School, offering IB courses leading to an IB diploma as of September, 2018.
- EBT offers CTE (Career and Technical Education) instruction in two programs: CISCO Networking Academy and Academy of Hospitality and Tourism. Students have the opportunity to take industry tests that are the equivalent to Associate’s and Bachelor’s Degrees in the field.

2. Our priority needs for this are to (all data from 2017-18 School Quality Guide and the 2016–17 School Performance Dashboard):

- Increase the percentage of students who graduate with a Regents diploma and meet CUNY’s standards for college readiness in English and Math, which currently stands at 33%, below 39% for our comparison group.
- Increase the average score on the Global History Regents examination, which is currently 60%.
- Increase the average score on the Algebra 1 Regents examination, which is currently 62%.
• Improve survey score on question related to % of teachers that say that respond to challenging questions in class (school value 47% vs. 59% for city)

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 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, 2019, we will improve College Readiness Index in English and Mathematics (currently 33%, as compared to 39% in comparison group) by 3%, as measured by Regents examinations.
## Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers</td>
<td>AIS programs begin in October 2018; Regents preparation Saturday school December 2018-January 2019; May-June 2019</td>
<td>AP Math/Science, AP ISS and Pupil Personnel and AP Humanities</td>
</tr>
</tbody>
</table>

Academic intervention services like tutoring, after-school programs, and Saturday Institute will be offered to students who are having difficulty with academic course work, based on Regents scores, report card grades and teacher recommendation. This includes after school intervention for ELLs. Students will be encouraged by teachers to maximize the use of Castle Learning and Khan Academy online software for hands-on practice with Regents questions. Teachers in math and English administer interim assessments to measure student progress throughout the year.

Teachers participation in professional development throughout the year, focused on student engagement, questioning and discussion and assessment. PDs are offered in-house by lead teachers, who turnkey information from Superintendent monthly meetings, and by field support center. Goal is for teachers to use 5-30-10 model, which encourages student engagement and rigor, which will result in higher Regents scores.

School leaders and teachers will communicate to students the importance of achieving “college-ready” pass levels on Regents examinations, including avoiding the need for remedial classes in college. This will occur in grade-level assemblies, held once per semester. Students who are struggling with content in any core subjects are given individual support by teachers and encouraged to use many different approaches besides classroom instruction (online learning, student-to-student tutoring) to achieve.

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.
The school holds a curriculum review for parents at freshmen orientation, held in June before new class arrives and again in September. We also hold curriculum information sessions at parent conferences and at School Leadership Team meetings. Key personnel are APs Supervision, who present or appoint lead teacher to present.

School Leadership Team (SLT) will communicate to parents, once per semester, the requirements necessary to be considered “college-ready” by the city, so they understand why students who may have already passed an English or Math Regents exam may be asked to re-take it, in hopes of achieving “college-ready” pass level.

### 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.

- AIS: 5 teachers, 21 hours x 2 times per year (winter and spring)
- ELL after school: 1 teacher x 10 hours
- Global History curriculum: 2 teacher x 5 hours

**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 |
|---|---|---|---|---|---|---|---|---|
| | | | 21st Century Grant | | SIG | | PTA Funded | | In Kind | |
| X | | | | | | | | |

### Part 5 – Progress Monitoring

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

By February, 2019, the percentage of students who have scored at least 75 on English and Mathematics Regents ("college-readiness" level scores), will have increased by 2% over last year.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

Regents examinations for English and math

**Part 5c.** In **February 2019**, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

1. According to the 2017-18 School Quality Guide, the High School for Enterprise, Business and Technology (EBT) scored 80% positive responses on survey questions related to guidance and 76% positive responses on survey questions relate to safety. On our latest Quality Review (May, 2018), the school received a rating of “Well Developed” for the measure “How clearly are high expectations communicated to students and staff?” Some of our strengths include the following:

- 78% of students in grades 9-12 agreed or strongly agreed that adults at their school (including teachers, administrators, counselors, and the principal) help them plan for how to meet their future career goals.
- 82% of students agreed or strongly agreed that they feel safe in their classes at their school.
- 88% of teachers responded that a lot or all of the adults at their school tell their students they believe they can achieve high academic standards.

2. Priority needs for this year include creating methods for discerning when students are falling behind or having trouble in class, and giving opportunities to meet expectations. Supporting evidence from Quality Guide:

- 54% of students responded that, in most or all of their classes, their teachers help them catch up if they are behind.
- 47% of students responded that, in most or all of their classes, their teachers notice if they have trouble learning something.
- 38% of students responded that, in most or all of their classes, their teachers support them when they are upset.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, improve the percentage by 5% of students who respond positively to the questions in the "Social-Emotional" category on the next school survey, as compared to 69% on the 2017-18 School Quality Guide.
### 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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

### Target Group(s)

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Who will be targeted?</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer mentoring</td>
<td>Upper classmen as peer leaders; 9th graders as mentees</td>
<td>Peer leadership from September 2018 (daily); 9th grade outreach from November 2018 (weekly)</td>
<td>Assistant Principal Humanities, Peer advisors (one teacher, one paraprofessional)</td>
</tr>
<tr>
<td>All students</td>
<td>All students</td>
<td>2 weeks prior to event January 2019</td>
<td>Assistant Principal, Pupil Personnel Services</td>
</tr>
<tr>
<td>The GSA</td>
<td>Students</td>
<td>September 2018 through June 2019 (meet weekly)</td>
<td>Assistant Principal, Humanities</td>
</tr>
<tr>
<td>Teachers</td>
<td>All teachers</td>
<td>Once per semester</td>
<td>Assistant Principals, Supervision and Pupil Personnel</td>
</tr>
</tbody>
</table>

We will implement peer mentoring for the freshmen, in collaboration with the Center for Supportive Schools in Princeton, NJ. Peer mentors from our upper grades meet with a group of 9th graders on a weekly basis, to discuss and plan for making good choices, becoming successful high school students and avoiding pitfalls.

We will encourage all students to show greater respect to one another and to adults in the building by improving the school culture by promoting awareness of the “Respect for All” program. We will teach “Respect for All” lessons in each of the English Language Arts (ELA) and English as a Second Language (ESL) classes, hold grade-level assemblies during spring term, and honor students at our award ceremonies who are nominated by teachers for demonstrating exemplary integrity and character.

The Gender and Sexuality Alliance (GSA) provides a safe space for LGBTQ+ students, and gives them a platform to spread information about respecting these students.

Teachers attend Professional development offered by Superintendency related to equity and social-emotional learning and support. Teachers debrief at department and school-wide meetings to find best ways to integrate these practices.
### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

A number of our programs have parental outreach components. Our ENL (English as a New Language) program hosts two parent pot-lucks per year; supervised by ENL teachers. Our peer mentoring program has a parental outreach night; supervised by peer leader teachers. During freshmen orientation and parent-teacher nights, we have presentations related to “Respect for All” and GSA and Young Women’s Leadership clubs; supervised by APs Pupil Personnel and AP Humanities. At these presentations, we review school’s focus on social-emotional health, including restorative justice practices, peer mentoring and "single shepherd" guidance counselors.

We will teach “Respect for All” lessons to parents on the same date as the Parent-Teacher Conferences in the spring.

### 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.

Grade-level assemblies can be planned during the school day and hosted in the auditorium in March of 2019.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
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<tbody>
<tr>
<td>[X]</td>
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<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

### Part 5 – Progress Monitoring

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

By February, 2019, 65% of students will indicate that they “agree” or “strongly agree” that the school creates a culture that encourages students to support one another and provides for their social and emotional growth, and will use these results as formative results in an effort to improve results on next year’s survey.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

We will get these results from an internal survey related to school culture and respect, and will use these results as formative results in effort to improve results on next year’s survey.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
   • 87% of students agreed or strongly agreed that they see people of many races, ethnicities, cultures, and backgrounds represented in the curriculum
   • 89% of students agreed or strongly agreed that their teachers respect their culture/background.
   • 89% of teachers responded that a lot or all of the teachers at their school are actively trying to improve their teaching.
   • 89% of students say that their teachers present positive images of people from a variety of races, ethnicities, cultures, and backgrounds.

   Some of our strengths include the following:
   • Teachers with common preps meet on a weekly basis, during which they discuss curriculum, lesson plans and look over student work, looking for gaps in achievement upon which to focus.
   • Teachers have access to shared curriculum and other resources on a shared Google drive. Teachers are very willing to share their resources, especially with new teachers.
   • At department meetings and weekly Friday PD sessions, teachers have the opportunity to work together, share concerns with each other and their department supervisor, and get professional development. PD topics range from effectively using data, to classroom management strategies, to ways of engaging students in accountable talk and higher level thinking.
   • Over the past three years, we have sent teachers to professional development conferences, such as the National Council of Teachers of English (NCTE) and National Council of Teachers of Mathematics (NCTM) conferences and The Coalition of Schools Educating Boys of Color (COSEBOC) conference.
   • Teachers are encouraged to conduct inter-visitations with fellow teachers to see best practices, and to speak to other teachers when having issues with curriculum, or student behavior.

2. Priority needs for this year:

   Provide high quality professional development that follows a logical progression, with time for teachers to develop and build upon prior work. According to the Quality Guide, only 61% of teachers agreed or strongly agreed that overall, their professional development experiences this year have included enough time to think carefully about, try, and evaluate new ideas.
Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

On the 2018-19 school survey, the % of teachers who say that their professional development experiences this year have included enough time to think carefully about, try, and evaluate new ideas will rise 5% from 61%.
Part 3a – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers</td>
<td>PD Friday schedule begins in September 2018 and continues through end of year.</td>
<td>Department APs</td>
</tr>
<tr>
<td>Teachers conduct inter-visitations, to reflect on best practices within department and provide non-evaluative feedback to teachers.</td>
<td>All teachers</td>
<td>Throughout school year (1 inter-visititation per semester) Department APs</td>
</tr>
<tr>
<td>Campus teacher leaders conduct building-wide walk-through observations. Each month focuses on a different subject area, same Danielson competency. Best practices are shared out with staff via newsletter and at teacher professional development sessions.</td>
<td>All teachers</td>
<td>Throughout the year, beginning in September. Each department will be visited once per semester, with competency changing in second semester. Master Teacher, APs Supervision, lead teachers.</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.
School Leadership Team will share information on Friday PD schedule with parents at SLT meetings, and at parent conferences. One Friday each month devoted to parental outreach, both via phone and email, and also to schedule appointments for parents to come to school.

Part 4 – Budget and Resource Alignment

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

By June 2019, teachers will devote one prep period each to participate in inter-visitations, and one additional period for documentation.

Schedule adjusted to provide for Friday PD period.

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

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<thead>
<tr>
<th></th>
<th>Tax Levy</th>
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<th>Title I SWP</th>
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<th>Title II, Part A</th>
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<th>Title III, Part A</th>
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<td></td>
<td>C4E</td>
<td></td>
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<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

By February, 2019, 73% of teachers will indicate that they “agree” or “strongly agree” that the school fosters constructive collaboration between teachers and provides meaningful professional development, and will use these results as formative results in an effort to improve results on next year’s survey.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

We will get these results from an internal survey related to school collaboration, and will use these results as formative results in effort to improve results on next year’s survey.

Part 5c. In February 2019, 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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
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</table>

1. According to the 2017-18 School Quality Guide, and backed up by findings of our latest Quality Review (May, 2018), teachers and parents feel that our school sets high expectations for our students, and that our school leaders are supportive of them.

- 96% of families say that the principal encourages feedback from the community and them through regular meetings.
- 94% of families say that the principal at their school promotes family and community involvement in the school.
- 78% of teachers say that the principal sets high standards for student learning.

2. Our priority need is to have the principal more clearly set a clear vision for the school, and to be more involved in instructional planning with teachers. Evidence from Quality Guide to back up this priority:

- 65% of teachers say that the principal communicates a clear vision for this school.
- 54% of teachers say that the principal knows what’s going on in their classroom.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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.</th>
</tr>
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<tbody>
<tr>
<td>By 2018-2019 school survey, we will increase by 10% (from 32%) the % of teachers who say that the principal participates in instructional planning with teams of teachers.</td>
</tr>
</tbody>
</table>
**Part 3a – Action Plan**

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

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<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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</thead>
<tbody>
<tr>
<td>Principal, Assistant Principals</td>
<td>Four times during school year</td>
<td>Principal</td>
</tr>
<tr>
<td>Principal, Assistant Principals, UFT leaders</td>
<td>Once per week/month, for entire school year</td>
<td>Principal, Assistant Principals, UFT leaders</td>
</tr>
<tr>
<td>Teachers, staff, students, parents</td>
<td>October 2018, February 2019, May 2019</td>
<td>Principal, Assistant Principals, SLT members</td>
</tr>
</tbody>
</table>

**School leaders will attend professional development with Department of Education Teacher Development and Evaluation Coach (TDEC) to discuss best practices related to observations, grading using the Danielson Framework for Teaching, and providing constructive feedback to teaching staff.**

**Principal will set aside time at each cabinet meeting for UFT members to share thoughts and concerns with school leadership. This is in addition to monthly UFT consultation meetings.**

**Principal will share his interactions with teachers with parents during School Leadership Team meetings, keeping them informed about the instructional goals of our teachers, and the challenges they are facing with our students.**

**Principal will lead three vision meetings with members of school community to develop an updated vision for the school and develop best ways to communicate that vision.**

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**3b – Parent and Family Engagement**

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Principal will share his interactions with teachers with parents during School Leadership Team meetings. Parents will be included in vision meetings for school. Parents will be encouraged to join sessions by offering information on school issues such as technology and Common Core standards, and providing food.

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**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Principal will schedule time to attend at least five teacher team meetings per marking period.

Principal will schedule vision meetings three times during the year

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

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<tr>
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<td>Other</td>
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</table>

**Part 5 – Progress Monitoring**

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

By February, 2019, >=40% of teachers will indicate that they “agree” or “strongly agree” that the principal participates in instructional planning with teams of teachers.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

We will get these results from an internal survey related to school leadership, and will use these results as formative results in effort to improve results on next year’s survey.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

1. According to the 2017-18 School Quality Guide, topics related to strong family-community ties received over 80% positive responses. Highlights from the Guide include:

   - 90% of families say that school staff regularly communicate with them about how families can help their child learn.
   - 95% of families say that their school communicates with them in a language and in a way that they can understand.
   - 90% of families say that they have communicated with their child's teacher about their child's performance.

2. While these numbers are very positive, they represent only a portion of our parents. Only 23% of our parents responded to the survey this year. This reflects some another area where parents do not feel fully engaged, such as:

   - 55% of teachers say that families are offered opportunities to visit their child's classroom, such as observing instruction or participating in an activity with their child.

The priority need this year is to increase the level of parental participation and engagement.

Part 2 – Annual Goal

Indicate your school's 2018-19 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 2019, the School Leadership (SLT), EBT Parents Association and faculty will work collaboratively to improve family engagement by 5%, as measured by response to invitations to observe classroom instruction.
Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| • Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | Parents | Fall 2018 and Spring 2019 | Assistant Principals of Supervision and Parents Association President |
| Throughout the school year, bi-monthly invitations will be generated in collaboration with the Parents Association (PA) and faculty to preview the school curriculum through observation of classroom instruction in specific subject areas. | Parents | Fall 2018 and Spring 2019 | Assistant Principals of Supervision and Parents Association President |
| Daily update of the school website with information about school events, including field trips, celebrations of student achievements, and pertinent information for all school community members, along with invitations to volunteer. | Parents | Fall 2018 and Spring 2019 | Assistant Principal Organization and Parents Association |
| Monthly invitations sent out encouraging parents to actively participate on the School Leadership Team and/or Parents Association. | Parents, Students | Fall 20178 and Spring 2019 | All Administrators and Parents Association President |
| Before PA meetings and parent conferences, teachers will communicate to students that parent involvement has positive benefits for them; this will build trust between staff and students related to parent involvement. Parents’ positive experiences at school will lead to greater trust and more willingness to attend school events. | Students | Fall 2018 and Spring 2019 | Assistant Principal, Organization |

3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

Center for Supportive Schools, provides training, curriculum for peer mentoring, including outreach to parents; St. Nick’s Alliance, attendance and after-school support, including parental outreach.

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.

Incentive rewards for students

Stipends for faculty conducting parent workshops and writing newsletters.
Laptop computers (already owned) used for parent workshops

| | Tax Levy | | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | |

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

**Part 5 – Progress Monitoring**

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

By February 2019, the school will host one open house for current parents.

By February, 2019, 60% of parents will indicate that they “agree” or “strongly agree” that the school that they are invited to visit classrooms to observe instruction.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Attendance sheets, feedback forms from parents after open house.

**Part 5c.** In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to <a href="#">NYSED’s memo</a>.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Regents grade below 65; missing course credit needed for graduation; failing marking period; teacher/grade advisor recommendation; student/parent request</td>
<td>Teacher modeling (read aloud/think aloud); repeated readings; use of past Regents for reading/multiple-choice/essay practice; consistent student writing in classrooms; Castlelearning; Aventa Credit Recovery</td>
<td>Small group; one-on-one; ELLs get additional help in after-school program two days per week, with blended learning activities</td>
<td>Student lunch periods with selected teachers; after school; Saturday Institute; Winter and Spring Break Institutes</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Level 1 on 8th grade math test; Regents grade below 65; missing course credit needed for graduation; failing marking period; teacher/grade advisor recommendation; student/parent request</td>
<td>Use of past Regents for multiple choice/short responses; Castle Learning for additional practice and homework assignments; KhanAcademy.org for additional practice; teacher-developed review materials from Jmap.org; Aventa Credit Recovery</td>
<td>Double period blocks (Algebra for All); small group; one-on-one</td>
<td>Student lunch periods with selected teachers; after school; Saturday Institute</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Regents grade below 65; missing course credit needed for graduation; failing marking period; teacher/grade advisor</td>
<td>Use of past Regents for multiple choice/short responses; Castle Learning for additional practice and homework</td>
<td>Small group; one-on-one</td>
<td>Student lunch periods with selected teachers; after school; Saturday Institute</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td><strong>At-risk services</strong> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regents grade below 65; missing course credit needed for graduation; failing marking period; teacher/grade advisor recommendation; student/parent request</td>
<td>Recommendation of IEP; teacher, guidance counselor, social worker, psychologist recommendation; parent/student request</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Assignments:** assignments; KhanAcademy.org for additional practice; teacher-developed review materials from Jmap.org; Aventa Credit Recovery

- **Teacher modeling:** Teacher modeling (read aloud/think aloud); graphic organizers; repeated readings; consistent student writing in classrooms; use of past Regents for reading/multiple-choice/essay practice; use of film; department-developed review sheets for Regents preparation; Aventa Credit Recovery

- **Small group; one-on-one instruction**

- **Student lunch periods with selected teachers; after school; Saturday Institute**

- **Students with an IEP:** Students with an IEP receive specific services as detailed in their respective IEPs. This includes, but is not limited to, test modifications, individual and group counseling, speech therapy, and referrals to outside agencies. Instruction is differentiated (content, product and process) for all students based on individual needs.

- **The method of delivery for students with an IEP is set forth in the Program Recommendations/Services section of their respective IEPs. Counselors and teachers have access to this information and use it to help meet the needs of the students. If we are unable to meet the needs of a student at the school, the necessary and appropriate referrals are made. Individual and group counseling services provided by guidance counselors.**

- **Services are provided throughout the school day, after school, and on Saturday.**
**Section 7: Support for Students in Temporary Housing (STH)**

Directions:
- *All* Title I schools must complete Part A of this section.
- *All* Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>The High School for Enterprise, Business &amp; Technology currently has 73 Students in Temporary Housing attending the school, as per the ATS RATH report (includes housing status as &quot;doubled up&quot;, &quot;permanent housing status&quot;, &quot;shelter&quot;, &quot;other temporary living situation&quot; and &quot;unaccompanied youth&quot;)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
</tr>
</tbody>
</table>
In accordance with the McKinney-Vento Act, services provided to the STH population include:

- Free Breakfast and Lunch (Chancellor’s Regulation A-810)
- Free Transportation Services (Chancellor’s Regulation A-801)
- Guidance Services inclusive of counseling

Students in temporary housing receive free school uniforms, toiletries, school supplies (pens, pencils, notebooks, backpacks), and school waives senior dues (for gown, diploma, yearbook, etc.) on a case-by-case basis. Students receive counseling from guidance counselors and school social worker as determined necessary.

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td>N/A</td>
</tr>
</tbody>
</table>

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

| N/A |
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

When staff positions become vacant, Assistant Principals and teachers attend New York City Department of Education (NYCDOE) recruitment fairs and post position availability on electronic bulletin board at Teachers College at Columbia University. APs invite candidates to the school for a tour and to meet other administrators and other teachers, especially teachers who have been recently hired. Staff then discuss candidates and make hiring decision. It is important that candidates are not just highly qualified, but a good match for the culture of the school.

APs conduct frequent informal observations, as mandated by the Advance evaluation system. Evaluators send out descriptive emails following soon after the visit, with commendations, areas of growth, and next steps, all utilizing Danielson’s Framework for Teaching as a rubric. After this email is sent, the evaluator reviews their comments in a short meeting with the teacher. Then, the official observation report is filled out. A similar process takes place for formal observations.

Teachers meet in common-prep meetings on a weekly basis, to discuss curricula, pedagogy and strategies for dealing with challenging situations in the classroom. Experienced teachers serve as mentors (both formal and informal) for newer teachers in the department. In addition, we make available to all teachers class curricula, lesson plans and materials collected and organized by teachers in a central archive.

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).

The High School for Enterprise, Business and Technology (EBT) has adjusted its Friday schedule to allow for a weekly professional period. This time is split between targeted professional development, and time to allow teachers to work in common preparation groups on curriculum and lesson plans. Using results of informal observations, administrators can see what categories teachers need assistance with, and target professional development in those areas. PD sessions are offered by the Superintendent’s office, Department of Education, professional organizations and vendors (such as Pearson and Achieve3000). EBT sends lead teachers to monthly PD sessions hosted by Superintendent’s office. Topics of PD have included effective class management; writing rigorous class objectives; following 5-30-10 model for student-centered instruction; planning around the Common Core and creating CCSS-based unit plans; using Danielson’s Framework for Teaching to focus on areas of pedagogy; and using different protocols for analyzing student work. Teachers are sent to professional conferences such as National Conference for Teachers of English.
(NCTE) and the Coalition of Schools Educating Boys of Color (COSEBOC) conference; they are expected to share and turnkey information from these conferences.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A

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.).

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

● Teachers work collaboratively on formative and summative assessments given as part of the curriculum. Summative assessments are standardized across common classes (so all English 9 students take the same final exam, for example). Teachers use old Regents examinations, resources from Castlelearning.com and other external sources to create assessments. Teachers meet in common prep meetings to review results of assessments and plan instruction based on results.

● Teachers perform test item data analyses in order to address student needs and design appropriate subsequent assessments. For example, if students are having difficulty understanding vocabulary through content, future assessments can focus on vocabulary.

● Data analyses can also identify student deficiencies that can be addressed via targeted professional development workshops. For example, teachers can learn how to effectively teach students to make inferences based on a text.
In-house professional development provided to teachers to understand and utilize the new NYC Periodic Assessment tools.

Professional development provided to teachers (by instructors from CITE) on how to tie formative assessment to lesson planning; PD provided by Superintendent’s office on how to use Common Core standards to develop assessments, then work backwards to plan curriculum targeted towards those standards and assessments.

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. 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. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column A Verify with an (X)</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$648,660</td>
<td>X</td>
<td>5A, B, C, D, E</td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$0</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$12,366</td>
<td>X</td>
<td>5A</td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>$8,124</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$5,585,197</td>
<td>X</td>
<td>5A, B, C, D, E</td>
<td></td>
</tr>
</tbody>
</table>

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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)**

*(Required for All Title I Schools)*

**Directions:** Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a **Parent and Family Engagement Policy** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

---

**Parent and Family Engagement Policy**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **The High School for Enterprise, Business and Technology**, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.

**Support for Parents and Family Members of Title I Students**

**The High School for Enterprise, Business and Technology** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

● providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community.

**Parental Involvement and School Quality**

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

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

● actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;

● engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;

● ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school’s Parent Involvement Policy and the School-Parent Compact;

● support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

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

● conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;

● provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

● host the required Annual Title I Parent Meeting on or before December 1 of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in
the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the ESSA;

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

**Encouraging School-Level Parental Involvement**

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

- holding an annual Title I Parent Curriculum Conference;

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

**School-Parent Compact (SPC)**

The High School for Enterprise, Business and Technology, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and
students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

<table>
<thead>
<tr>
<th>I. School Responsibilities: High Quality Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide high quality curriculum and instruction consistent with Common Core State Standards to enable participating children to meet the State’s Standards and Assessments by:</td>
</tr>
</tbody>
</table>

- 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 Every Student Succeeds Act (ESSA);

<table>
<thead>
<tr>
<th>I. School Responsibilities: Supporting Home-School Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support home-school relationships and improve communication by:</td>
</tr>
</tbody>
</table>

- 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 \(^{st}\) 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;

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

### I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

### II. Parent/Guardian Responsibilities
● monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

● ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

● check and assist my child in completing homework tasks, when necessary;

● read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

● set limits to the amount of time my child watches television or plays video games;

● promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

● encourage my child to follow school rules and regulations and discuss this Compact with my child;

● volunteer in my child’s school or assist from my home as time permits;

● participate, as appropriate, in the decisions relating to my child’s education;

● communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;

● respond to surveys, feedback forms and notices when requested;

● become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

● participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;

● take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;

● share responsibility for the improved academic achievement of my child;

● ensure children follow Uniform Policy daily

### III. Student Responsibilities

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;
• follow Uniform Policy daily

• show respect for myself, other people and property;

• try to resolve disagreements or conflicts peacefully;

• always try my best to learn.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

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

- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td>☑ conceptually consolidated (skip part E below)</td>
</tr>
<tr>
<td>NOT conceptually consolidated (must complete part E below)</td>
<td></td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>The direct instruction component of the program will consist of (check all that apply):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Before school</td>
<td>☑ After school</td>
</tr>
<tr>
<td>Total # of ELLs to be served:</td>
<td></td>
</tr>
<tr>
<td>Grades to be served by this program (check all that apply):</td>
<td></td>
</tr>
<tr>
<td>☑ K</td>
<td>☑ 1</td>
</tr>
<tr>
<td>☑ 6</td>
<td>☑ 7</td>
</tr>
<tr>
<td>Total # of teachers in this program:</td>
<td></td>
</tr>
<tr>
<td># of certified ESL/Bilingual teachers:</td>
<td></td>
</tr>
<tr>
<td># of content area teachers:</td>
<td></td>
</tr>
</tbody>
</table>
The High School for Enterprise, Business, and Technology uses Title III funds to help students develop their language and academic skills, increase parental support, and provide teachers with ongoing professional development. The Title III fund is also used to provide students with additional educational resources and opportunities.

We design our instructional programs to serve the educational needs of our English Language Learners. The Title III program supplements our core transitional bilingual and free standing ENL programs that currently serve 98 students in grades 9-12. Our Transitional Bilingual Education program follows the New York State recommended guidelines: Beginners, 30% English, 70% Spanish; Intermediate, 50% English, 50% Spanish; Advanced, 70% English, 30% Spanish. Our Free Standing ENL program meets the state mandates for minutes required per week:

Entering and Emerging ELLs get 540 minutes of total ENL instructional time, which includes 180 minutes of standalone ENL + 360 minutes integrated ENL (ENL/ELA or other core content area). Transitioning and Expanding ELLs receive 180 minutes of Integrated ENL.

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

The focus of the Direct Instruction Supplemental Program is to help students achieve proficiency in core content literacy, as well as in each of the four modalities of the English language: listening, speaking, reading and writing. With this proficiency as well as computer competency, students will be equipped with college and career readiness skills.

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

The after school program will meet for 1.5 hours (2 periods) on a weekly basis. Students will be provided with extra help for classroom assignments (tutoring), as well as guidance and mentoring, and will have access to computers. Additionally, we will include educational trips near school, as well as social and fun academic activities, such as science experiments, computer games like Kahoot, Quizizz and “Cool math games” as well as board games like Pictionary, chess and Sudoku.
Part B: Direct Instruction Supplemental Program Information

Our after school program will begin in October and run through the end of May. Teachers will be licensed ENL teachers with "guest appearances" by Global Studies, Math and Science teachers, Including the bilingual Mr. Vergara, Ms. Montano, Mr. Jaquez and Mr. Benson. Parents are invited and encouraged to participate to all activities as chaperons and have their admission fees and transportation covered.

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

In addition to the main focus of the courses mentioned above, time is allotted to address the academic needs of small groups and individual students through direct instruction and web based programs such as Newsela and Castle Learning. The curricula for English Language Learners (ELLs) in both the Free Standing and the Transitional Bilingual Education Programs are aligned with New York State Standards and Common Core Learning Standards. In order to assist ELLs in demonstrating proficiency of these standards, we need the Direct Instruction Supplemental Program.

For the Saturday Institute, first priority is given to our Entering and Emerging ELLs and students who did not show growth on the NYSESLAT last spring. However, the program is open to the ELLs in all subgroups across all grade levels (9, 10, 11, and 12). Instruction will be differentiated based on the individual needs of each student.

Although co-teaching is possible, generally students will move to whichever class/teacher they need support in (such as ELA, math or social studies). Students will be seated in small groups or pairs which will be homogeneous or heterogeneous depending on the activity, unless students are taking a practice exam, in which case they will sit individually. We will strive for a teacher to student ratio of 1:20 or less per content area. The most common model will be parallel teaching, but co/team teaching is not impossible depending on student attendance and needs.

In addition, students have the opportunity to participate in cultural immersion activities, such as attending Metropolitan Opera performances in person or broadcast into EBT’s auditorium and visiting museums throughout New York City, such as the Museum of Modern Art. The primary language of instruction for the programs is English. In addition, Spanish is frequently used to facilitate students' understanding of the material.

There are 6 teachers in this program who help ELLs with their acquisition of the English language, one certified bilingual social studies teacher (Montano), three ENL certified teachers (Goodman, Jungkurth & new hire) and three bilingual content teachers (Correa, Montano and new math hire or Lara). There will be one supervisor on site for administrative and instructional support.

Materials will include classroom texts and online programs such as Castlelearning, Duolingo and NewsELA. Such software provides students with authentic language contexts and native speech and real-life social and cultural situations that will help students move more effectively toward English language proficiency. Mobile computer and Itablet carts will be available to students after school and on Saturdays. Additionally, supplementary materials that are used for the extended-day programs and the LL component of our Saturday Institute will include Getting Ready for the NYSESLAT and Beyond, Kaplan ELA Regents Prep books, bilingual dictionaries, picture dictionaries, as well as Visions textbooks and workbooks and classroom libraries.
**Part C: Professional Development**

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

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

Begin description here: _____

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

The two teachers running the Saturday program are members of the ENL/Bilingual department of the EBT High School and are active participants to the professional development opportunities offered on an ongoing basis in our school, including departmental opportunities that occur every Friday.

In addition to the workshops and professional development sessions scheduled in school during Chancellor PD days, the Title III program teachers will take turns participating in primarily FREE workshops and conferences offered by the UFT, OELL, NYSABE, RBERN and others that showcase best practices in working with bilingual and ENL students. Attending teachers will turnkey to the rest of our faculty during weekly common planning and professional development sessions. For example, "Long-term ELLs" is an RBern offering that our ENL Department teachers will attend and share with colleagues. The teachers will also continue to be involved in sustained professional development in study groups and team and department meetings implementing strategies and techniques acquired via other outlets, such as webinars offered by Newsela, Duolingo, etc.

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

The professional development sessions will be facilitated by Ms. Goodman (ENL Coordinator), Ms. Jungkurth (ENL Teacher) Ms. Montano (Bilingual Global Studies Teacher), and other faculty members and guests at EBT. EBT Teachers to receive training will vary per topic but may include: Ms. Iglesias, English Teacher, Ms. Fahrner, ENL/English teacher, Mr. Benson, Math teacher, Ms. Ognibene, Living Environment teacher, Dr. Irikura, Living Environment teacher, Mr. Vergara, Global Studies teacher, and Mr. Day, English teacher.

ENL/Bilingual Department meetings will occur weekly and attendance, agenda & minutes will be shared online via GoogleDocs.

We believe these opportunities will positively impact the progress of ELLs by fostering teacher collaboration, usage of creative differentiation strategies and instilling confidence in teachers.

In addition to ongoing student data analysis and sharing best practices, tentative PD topics will include:

<table>
<thead>
<tr>
<th>DATE (week of)</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/07</td>
<td>•Citywide Instructional Expectations/ ENL specifics</td>
</tr>
<tr>
<td>9/14</td>
<td>•S.M.A.R.T. Goals/Organizing for Success</td>
</tr>
<tr>
<td>9/21</td>
<td>•ELL Compliance Issues •Strategies for Student-Centered Discussion</td>
</tr>
<tr>
<td>9/28</td>
<td>•Unwrapping the common core <a href="http://www.educationalimpact.info/eiprvws/utcc.html">http://www.educationalimpact.info/eiprvws/utcc.html</a>?</td>
</tr>
<tr>
<td>10/5</td>
<td>•Student Achievement Goal Setting: Using Data to Improve Teacher Effectiveness and Student Learning</td>
</tr>
<tr>
<td></td>
<td>•Data Based Instructional planning</td>
</tr>
<tr>
<td>10/12</td>
<td>•ELL Periodic Assessment Data ;Item Analysis</td>
</tr>
<tr>
<td></td>
<td>•ESL Across Curriculum</td>
</tr>
<tr>
<td></td>
<td>•Strategies for Integrating Basic Language Skills with the New Career Readiness Standards</td>
</tr>
</tbody>
</table>

Parent Involvement from the start
Part C: Professional Development

10/26 • Intervention plan; Parent outreach  Vocabulary & Accountable Talk Best Practices - Kevin Baird
Target ELLs and Instructional Focus for the Saturday Institute
11/3  • Formative and Summative Assessments with UDL in mind
11/21 • Key Principles for ESL Instruction
        PBL for the Saturday Institute; Learning English for and through the community.
12/07 • The challenge of Complex text for ELLs
https://www.teachingchannel.org/blog/2014/05/09/video-playlist-text-complexity
12/14 • Precision Reading with Vocabulary Investigation
12/21 • Scaffolding the Argumentative essay https://www.teachingchannel.org/blog/2014/05/22/biggest-problem-in-argument-writing/
01/04 • Academic language for Regents prep
01/11 • Difficulty and Complexity in the Classroom—Doing Both and Saving Time
01/18 • Closing the Achievement Gap for English Language Learners
02/01 • The Big History Project; Cross curricular teaching
02/15 • Organizing Instruction and Study to Improve Student Learning
02/22 • Project Based Learning
http://www.educationalimpact.info/eiprvws/pbl.html?inf_contact_key=96ab6efef847657d7d4af2a7caf2ed953faacc843d8e66a2f0381e002378ae
03/08 • Student Engagement / Proven online teaching strategies
http://www.educationalimpact.info/eiprvws/OnlineTeaching.html?inf_contact_key=f7696150125986e2612db1453194b511b8007dbf6d7956c2c891e6da7acdf
03/15 • Digital Literacy; Updating the Curriculum; www.curriculum21.com
03/22 • Planning with the end in mind: UBD
03/29 • Protocol for Assessing Student Work
04/12 • Project Based Learning; A strategy for teaching and Learning
04/26 • Writing Common Core Learning Tasks UBD Curriculum Framework (Wiggins & McTighe)
05/03 • ELA Regents Test Item Analysis
        - Assessing Student Work and planning targeted intervention
05/10 • Assessment Targets that align with the Common Core Standards (PD360 Journal 10/10; segment 5) Regents Tasks
05/17 • Disciplinary Literacy for ELLs (Michael J Kieffer)
05/24 • Closing the Achievement Gap for ELLs
05/31 • Reading Strategies; Close Reading and Reading Response
06/07 Regents review strategies
06/09 Strategies for Maximizing Student's Engagement Potential (Judy Willis)
Supplementary topics and seminars will be explored at: http://elt.nysut.org/professional-development/enl-seminars

Almost none of the PDs require registration fees, and if so, it is at cost (to teachers).
**Part D: Parental Engagement Activities**

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

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

Begin description here:

Parents of English Language Learners are encouraged to be involved in our school and are made to feel welcome and empowered. They are included and encouraged to participate in all school wide events organized by and for the parents of EBT. They can participate in the PA meetings and take part in the design and implementation of our school educational plan. All documents and letters are translated and at school wide events such as Family Night, Open School Night, and award ceremonies the school provides translation services, using our translation resources and multilingual staff members as interpreters.

EBT has an established Parent Association (PA) that meets on a monthly basis and addresses the needs of all parents, including the parents of ELLs. In October and May/June, we host an open house for all parents. During the open house, parents participate in a tour, observe classes, and meet the faculty and staff. In addition, parents have the opportunity to accompany their children on the student-led walking tours that are part of the Saturday program as well as class trips including Broadway shows. There are also opportunities for all parents to participate in other events such as school performances, and educational field trips such as college visits. In addition, parents are encouraged to help in the planning and supervision of school events. Additional services offered to the parents of ELLs include the presence of an interpreter at meetings, the translation of letters (into the home language indicated on the HLIS) sent home and the use of the Department of Education translation unit.

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

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

The parents of the ELLs participating in the after school and Saturday Institutes are invited and encouraged to chaperon their children during field trips, observe classes, and meet the EBT faculty and staff.

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

Parents will be notified of (invited to) relevant activities via mailings, email messages and/phone calls translated to parents’ preferred languages, as well as handouts given to students in class.

Records of attendance, meeting agenda will be maintained on a Google Doc and a hard copy will be kept in the ENL Office.

Parent Meetings Timeline
Part D: Parental Engagement Activities

Topic 1: Orientation and overview of program
Rationale: Parents will become familiar with the format and goals of the program. They will fill out a need survey to serve as a guideline for instructional focus. Parents will be encouraged to make suggestions, and volunteer with their expertise for the Saturday Institute initiative.
Parent Meetings Time Line
Date: November 7, 2018
Time: 5:00 PM
Name of Provider: Ms Goodman, ENL Coordinator (MA,MBA)
Audience: Parents of participating ELLs to the Saturday Institute.

Topic 2: Holiday Party & Castlelearning Workshop
Rationale: Parents will be introduced to the program as direct participants and as monitors of their children's progress.
Date: December 12, 2018
Time: 12:00 PM
Name of Provider: Ms. Goodman, ENL Coordinator (MA,MBA)
Audience: Parents of all ELLs

Topic 3: Parents as Partners
Rationale: Parents will learn how to monitor and support their children's academic performance through Jupitergrades and organizational skills.
Date: March 13, 2019
Time: 9-12
Name of Provider: Ms. Goodman, ENL Coordinator (MA,MBA)
Audience: Parents of participating ELLs to the Saturday Institute.

Topic 4: Family and Community Service
Rationale: Parents and students will explore opportunities for community involvement in Bushwick area.
Date: May 31, 2019
Time: 9-12
Name of Provider: Ms. Goodman, ENL Coordinator (MA,MBA)
Audience: Parents of participating ELLs to the Saturday Institute.

Part E: Budget
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

<table>
<thead>
<tr>
<th>Allocation Amount: $1,000</th>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professional salaries (schools must account for fringe benefits)</td>
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<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Per session</td>
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</tr>
<tr>
<td></td>
<td>Per diem</td>
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<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Purchased services</td>
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</tr>
<tr>
<td></td>
<td>High quality staff and curriculum</td>
<td>N/A</td>
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</tbody>
</table>
## Part E: Budget

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

Allocation Amount: $____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
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</thead>
<tbody>
<tr>
<td>development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
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<td></td>
</tr>
<tr>
<td>• Must be supplemental.</td>
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<td>N/A</td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
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<td>N/A</td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
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</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

| Principal | Holger Carillo |
| Assistant Principal | Mitchell Schrager Humanities |
| Coach | Edwin Lara, Bilingual Math tea |
| Coach type here | School Counselor |
| ENL (English as a New Language)/Bilingual Teacher | Lori Goodman |
| Teacher/Subject Area | Tamara Montano Bil SS |
| Teacher/Subject Area | Kirstine Jungkurth, ENL Teach |
| Teacher/Subject Area | Teacher/Subject Area |
| Related-Service Provider | .. |
| Superintendent | Karen Watts |
| Other (Name and Title) | Tatyana Ulubabova |

C. Teacher Qualifications

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

| Number of certified ENL teachers currently teaching in the ENL program | 2 |
| Number of certified bilingual teachers not currently teaching in a bilingual program | 0 |
| Number of teachers who hold both content area/common branch and TESOL certification | 1 |
| Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12) | 2 |
| Number of teachers who hold both a bilingual extension and TESOL certification | 0 |
| Number of special education teachers with bilingual extensions | 1 |

D. Student Demographics
Part II: ELL Demographics

A. ELL Programs

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>Language(s)</th>
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<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
<td>Spanish</td>
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<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
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<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
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This school serves the following grades (includes ELLs and non-ELLs)
Check all that apply:

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

Bilingual Program Breakdown

<table>
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<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
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Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   Early literacy skills of the ELLs at the EBT HS are assessed through a variety of methods. During the admission process parents and students are interviewed with comprehensive questions covering their education background history and possible SIFE status, using questions from the SIFE Identification Questionnaire. Students are given the NYSITELL.state exam, and Spanish speakers are administered the Spanish LAB. Literacy skills are further assessed by the ENL classroom teachers using the results from the Level Test administered as part of the Achieve 3000 program used in our school as well as from CastleLearning data. Another source of student literacy assessment comes from the analysis of ATS reports such as the ELA and MATH tests results. Furthermore, initial and ongoing conferencing with content area teachers sharing the flagged students allow for a deeper understanding of the ELLs first and second language needs. Additional information used for planning and instructional implementation is provided by the item analysis of the NYSESLAT modalities, as well as the regents results (REDS). A closer
look at the data indicates that a large majority of our students perform well below grade level in Reading and need help in developing structured writing skills.

2. What structures do you have in place to support this effort?  
Besides being assigned a bilingual guidance counselor/grade adviser, students have access to both ENL teachers at a weekly after school tutoring program as well as during school hours. Additionally, each semester a 5-10 week Saturday Institute is offered to provide students additional educational support and access to technology. To support the efforts of the Ms. Goodman, the ENL Coordinator, Mr. Eddie Cantos in the main office has been assigned to assist with initial testing of incoming ELL students.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?  
We are continuing our effort to close the gap between the ELLs and the mainstream students in our school. In addition to content area benchmarks and other assessments, the ELL Periodic Assessment is used to identify student baseline, progress and areas of need. ENL teachers design instruction to fill highest need areas, and provide additional scaffolding and support for needy students.

Additionally, from the ATS REDS report, we see the low rate of ELLs passing the ELA Regents as an alert signal for our team to focus on improving the preparation of our students for the exam. The general effort towards aligning ENL instruction and assessment tools with the common core is helping in that direction.

4. What structures do you have in place to address interventions once the summative data has been gathered?  
We have begun using the EDAT (ELL Data Analysis Tool with Advanced Early Warning Indicators), to focus on the progress toward achievement of proficiency for specific subgroups of ELLs, and to design effective instructional programs and targeted interventions for those students. By assigning the responsibility to Teacher teams (such as content + ENL teachers) as well as guidance counselors, ENL Coordinator and ISS Coordinator, student progress is reviewed each marking period to assess the need for additional interventions or changes.

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.]  
N/A

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs?  
([Refer to the ELL Data Analysis Tool and RLAT from ATS].)  
According to 2017 NYSESLAT data analysis, 136 students are eligible for ENL services at our school, with 37% scoring COMMANDING(proficient). This includes 2015 results since we are to service students for up to 2 years after they pass the exam. Of the Commanding students, 13 are in the 9th grade, 13 in 10th grade, 6 in 11th grade, and 8 in the 12th grade.

For the remaining ELLs, the NYSESLAT and NYSITELL results indicate that the numbers of students scoring at the Entering, Emerging, Transitioning and Expanding levels are spread across the grades in a relatively balanced manner with a few remarks: Another evident trend of the past two years that appears from the data is the decreasing number and percentage of incoming SIFE students, which should make academic success more probably amongst our ELL population. In the past we have found it quite challenging for SIFE students to graduate by the 21 year age deadline.

Finally, as per ATS RLER, more than 20% of the total ELL population are long term ELLs with years of service between 7-12 years. Most specifically, our students with special needs tend to exhibit little improvement in NYSESLAT scores over the years. These numbers raise questions in terms of curricular and instructional decisions aimed to meet remedial, grade specific, and graduation needs of the assessed students, as well as compliance with CR-part 154.2. The students' needs will be identified and addressed case by case during guidance counselor/program adviser conferences.

Additionally, as for all students, Regents scores inform ELL programming; in general, students who have not passed a core
content Regents exam will be reprogrammed for relevant courses in order to support success.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs? ENL Coordinator Lori Goodman is responsible for periodically running ATS reports such as RLAT and RESI and compiling information in the EDAT and sharing this information with guidance counselors and administrators. Each semester this information is used to ensure appropriate programming.

Part IV: ELL Programming

Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
   
   a. Freestanding ENL program.
   
   The High School for Enterprise, Business and Technology (EBT) follows a self-contained (stand alone) organizational model where students who share the same language requirements are heterogeneously programmed in the classroom according to a mixture of English proficiency levels (Entering, Emerging, Transitioning, Expanding & Commanding). This model creates a more positive and supportive environment for meeting both the academic and social-emotional needs of each child. Students in the Free Standing ENL program take general education classes appropriate for their grade level. Additionally, this year again, we are instituting an Integrated ENL model, AKA “Push-in” / Collaborative teaching model, wherein ENL teachers are pushing into content area classes and co-teaching. This is necessary due to the new CR part 154.2 changes. Instruction for ELLs is delivered in several ways to accommodate the individual learning styles of each child (e.g., visual, auditory and kinesthetic). Instruction models for ELLs rely heavily on the workshop model approach, collaborative learning model, differentiated instruction, and Howard Gardner’s multiple intelligence modalities. Emphasis is placed on the four modalities of language learning: listening, speaking, reading, and writing, and teachers are encouraged to "SWIRL" (speaking, writing, interacting, reading and listening) all lessons. The program model that is used for incomer ENL instruction within the Free Standing ENL program and program is a homogeneous model in which Entering and Emerging students are programmed for standalone ENL classes according to their respective proficiency levels as determined by the NYSITELL and the New York State English as a Second Language Assessment Test (NYSESLAT).

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

   c. DL program. If applicable.
   
   n/a

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
   
   EBT has compiled a team that is in charge of the scheduling and placement of all ELLs within their chosen program model. The team consists of the ENL coordinator, 4 guidance counselors, the school programmer and the ISS Coordinator. As per NYS CR Part 154.2 guidelines, students are placed according to their program model (TBE or standalone ENL and their proficiency level...
as determined by the NYSITELL and/or the NYSESLAT. The ENL coordinator identifies the student’s program model and proficiency level by reviewing each student’s parent survey, program selection form, entitlement letter, and NYSESLAT results. Once a student’s proficiency level and program choice have been determined, the school programmer, in consultation with the ENL coordinator, create classes that support the mandated number of units for grades 9-12 that will accommodate all proficiency levels from Entering to Commanding within the TBE and Free Standing ENL Program models. Once the required number of classes have been created, then the guidance counselors for each grade level, in consultation with the school programmer, place each ELL in the appropriate classes according to the mandated number of units that their proficiency level and program model mandates. When all students are programmed into their respective classes, the ENL coordinator reviews each student’s program to ensure that the mandated number of units is in compliance with NYS CR Part 154.2 guidelines.

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

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

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

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

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

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

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

EBT believes in engaging students in collaborative learning as a means to raise student achievement and improve language development. Academic rigor is encouraged by creating curriculum maps that include essential questions, clear learning
targets, challenging tasks aligned with Common Core Standards, content-based vocabulary, a variety of formative and summative assessments, and appropriate text and additional resources proven effective in acquiring content mastery (e.g., graphic organizers, visuals, manipulatives, etc.). Lastly, the strategic grouping of students (based on both qualitative and quantitative data) facilitates their comprehension of content in classes. The following instructional approaches and methods, aligned with Common Core Learning Standards and New York State ENL Standards, are emphasized:

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

The Free Standing ENL content area classes are taught in English and students are encouraged to transfer the language skills from their first language to the target language, English. Students may use their native language for clarification of ideas and understanding but strong emphasis is placed on English usage in all of the modalities. The foundation of the ENL program is grounded in socio-cultural learning theory (the Zone of Proximal Development and scaffolding theory). In addition, teachers of ELLs a wide array of in-class and online assessment strategies to gauge students’ levels of comprehension. Online resources for learning and assessing include We are NY web series (nyc.gov), Castlelearning and Achieve3000, while texts include the Visions series (Thompson), Readers Notebook English Learner’s Versions (Prentice Hall), and leveled readers by Houghton Mifflin. In additional, Oxford and Word by Word Basic (Pearson) picture as well as bilingual dictionaries and glossaries are used and encouraged. Lessons come from the content areas as well as English literature and news, and ENL teacher provides support via pre-teaching vocabulary, collaborative learning and bilingual glossaries and assignments.

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

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
PELLs are appropriately evaluated in their native language through teacher-generated language assessments and on-line diagnostic exams such as the Pearson Diagnostic and Achieve3000 lexile level (in Spanish mode). Castlelearning is another online resource which includes Regents questions in Spanish, and is available for all EBT teachers.

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

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

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

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

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

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

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

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

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

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

Data collected from ARIS, Regents results, RLAT, Achieve 3000 reports, teacher assessment, anecdotal notes, and attendance records are analyzed by teams of ENL and content area teachers during common prep time in order to identify and plan effective intervention addressed to the needs of different groups of students. Data is used to design individualized and group instruction, facilitate parent communication, and to make appropriate referrals to other services. Our goal is to get interventions for the students as soon as possible. Ultimately, we hope that through interventions students will reach their true academic potential. All teachers attend workshops throughout the year on UDL, and ENL methodology meant to address specific needs of all groups.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

In the past, we purchased the CCLS aligned Achieve3000 software program for use in low level ENL classes and for after-school and Saturday tutoring programs. Based on data, this year EBT is not making this investment of time and money to purchase and use this program again as a direct result of less than stellar feedback that we have received from students and teachers. We are considering the more economical (free) version of NewsELA to replace the reading program of Achieve3000.

10. If you had a bilingual program, what was the reason you closed it?

We have not closed our bilingual program. However, we will discontinue using the old NYSESLAT prep books as the new test is different and the books are less relevant.

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

All students at EBT have full and equal access to all school programs and extra-curricular activities ELLs are encouraged to participate in all physical, social, and academic activities, such as the International Academic and Scholarship Klub (I.A.S.K.) and sports teams. ELLs are also encouraged to form any clubs that may be of particular interest to them. Students must follow the rules and guidelines for extra curricular activities and all groups and/or clubs have equal access to meeting spaces, school periodicals, bulletin board space, etc.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

In addition to Scholastic Scope, Action and classroom magazines, materials used in the classroom include class packs of Visions, KAPLAN Regents Prep, Getting Ready for the NYSESLAT and Beyond; Azar grammar workbooks and accompanying materials; and Word by Word picture dictionaries, Oxford Picture dictionaries, with accompanying workbooks, Class library with level readers, multimedia materials, and teacher’s guides. In addition, a mobile laptop cart consisting of 20 laptops is currently being shared by the two ENL teachers. Each content department is responsible for having materials appropriate to the learning level of its students. For ELLs, these include textbooks in their native language, reading materials—including text and trade books—at lower reading grade levels. Subject area teachers are required to have word walls of content-specific vocabulary, to help lower level readers, including ELLs, with any necessary vocabulary. ELLs with special needs are provided with materials that are specific to the student’s disability and/or special need is evaluated by the special education teacher and the ESL teacher and then provided to the student. Materials for content area subjects are also evaluated and provided to the student.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?

In the Freestanding ENL program, the ESL teachers meet with the content area teachers to incorporate teaching strategies and activities that connect English and native language within their lessons to support ELLs within their classrooms. In addition, every content area classroom is provided with bilingual dictionaries and glossaries. In the ENL classrooms, students are
encouraged to read books in both English and their native language during independent reading. Lastly, all ELLs are provided with bilingual text in all of their content area classes. In the transitional bilingual education program, students receive 45 minutes of native language instruction daily in addition to ENL instruction. The work of the native language instructor complements the work done in the ENL program, and teachers from both programs meet on a regular basis to discuss classroom strategies and ideas for cultural events that complement the curriculum. All content area classrooms have bilingual dictionaries and glossaries. The transitional bilingual education program builds students’ English language skills and uses native language instruction in the service of learning English. Typically, instruction in the native language tapers off as ELLs’ English language skills increase and students can access English language instruction more easily.

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

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
   Materials used in the classroom include class packs of Visions, KAPLAN Regents Prep, Getting Ready for the NYSESLAT and Beyond; Azar grammar workbooks and accompanying materials; and Word by Word picture dictionaries, Oxford Picture dictionaries, with accompanying workbooks, Class library with level readers, multimedia materials, and teacher’s guides. In addition, a mobile laptop cart consisting of 20 laptops is currently being shared by the two ESL teachers. Each content department is responsible for having materials appropriate to the learning level of its students. For ELLs, these include textbooks in their native language, reading materials—including text and trade books—at lower reading grade levels. Subject area teachers are required to have word walls of content-specific vocabulary, to help lower level readers, including ELLs, with any necessary vocabulary. ELLs with special needs are provided with materials that are specified in the Individualized Education Plan (IEP). Materials that are specific to the student’s disability and/or special need is evaluated by the special education teacher and the ESL teacher and then provided to the student. Materials for content area subjects are also evaluated and provided to the student.

16. 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).
   Typically the ENL teachers are responsible for assisting new students upon matriculation. School counselors are also somewhat involved as they review and make program changes after conferencing with students. The beginning of the year focuses on creating a classroom community, reviewing rules, roles and responsibilities and interviewing one another and presenting to the class.

17. What language electives are offered to ELLs?
   At the present time, the only language elective offered at EBT is Spanish

18. 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)?
   n/a
1. **Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs and non-pedagogic staff.)** 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?

   Our ENL teachers and hopefully our CPE will provide professional development seminars that address the needs of ELLs. Workshops are offered during faculty and department meetings as well as during days designated by the DOE as professional development days. The focus of the professional development is to make teachers aware of the different needs and learning styles they will encounter with ELLs, and to show teachers how to use such techniques as differentiated instruction, the workshop model to educate our ELLs, and best practices for co-teaching strategies and integrating language and content instruction for English language learners. In addition, ELL teachers will receive professional development during common planning time, lunch, before or after school for each of the topics below:

   - **OCTOBER:** Online Diagnostic assessment tools (Achieve3000, Castlelearning, etc.)
   - **NOVEMBER:** Designing coherent instruction
   - **DECEMBER:** Planning based on Danielson's framework
   - **JANUARY:** Citywide instructional expectations & Instructional shifts 10/11
   - **FEBRUARY:** NYSESLAT
   - **APRIL:** Taking Regents in 2 languages?
   - **MAY:** Preparing for Regents

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

   - Differentiated Instruction
   - Preparing Students for the NYSESLAT
   - Common Core State Standards and Curriculum Mapping for ELLs
   - Promotional Policy
   - Language Allocation Policy (LAP)
   - Analyzing and planning using AMAO's

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

2. **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.

   Staff members of all departments including guidance, attend professional development programs for high school teachers that help them understand the developmental needs of young adolescents, especially when transitioning from middle school to high school. The Guidance, the ENL, and ISS teams participate in workshops to address the programming needs of each student based on data provided by NYSESLAT/NYSITELL analysis as well as ATS exam history reports from middle school.
The required 15% hours of ELL instruction for all staff (including subject area teachers, guidance counselors, secretaries and the parent coordinator) are broken into three portions: three 2.5 hour workshops, one each during the three DOE professional development days (Election Day, post-Regents period in January, and Brooklyn-Queens Day). Meetings are run by our ENL teachers, and attendance is taken to ensure compliance with this requirement. All agendas and minutes are listed in EBT google drive and shared with the staff.

Additionally, one school or campus wide Friday PD session will be devoted to ELL issues. The ENL teachers who require 50% ELL specific PD according to CR Part 154.2, will attend monthly PDs given by the Brooklyn North Field Support Center, Hunter College and/or other venues (usually publicized via email from the Board of Ed).

Parental Involvement

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

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

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

The ENL Coordinator, ENL Teacher and all guidance counselors are fluent in Spanish and therefore able to explain to parents in person or by phone during individual meetings.

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

Parents are invited to participate in their children’s education by monitoring their grades, attendance and assignments via Jupitergrades and regular communication with teachers. Additionally, field trips foster parental involvement. For example, parents are invited on field trips to El Repertorio Espanol, museums or the Metropolitan Opera. Additionally, they are invited to the Humanities and Math/Science Fairs. Individual teachers may have parents come in to assist or speak to their children’s classes.

The role of the Parent Coordinator is to encourage increased parental involvement via actions such as phone calls and fliers. EBT has partnered with agencies such as the Metropolitan Museum of Art, Metropolitan Opera, the Museum of Modern Art, and the St. Nicholas Preservation Corporation in order to provide workshops or services to ELL parents. Additionally, parents are invited on field trips to El Repertorio Espanol or the Metropolitan Opera. Additionally, they are invited to the Humanities and Math/Science Fairs. Individual teachers may have parents come in to assist or speak to their children’s classes.

Additional Information

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

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

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Holger Carrillo, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
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<tbody>
<tr>
<td>Holger Carillo</td>
<td>Principal</td>
<td></td>
<td>9/18/17</td>
</tr>
<tr>
<td>Mitch Schrager</td>
<td>Assistant Principal</td>
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<td>9/18/17</td>
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<td></td>
<td>Parent Coordinator</td>
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<tr>
<td>Lori Goodman</td>
<td>ENL/Bilingual Teacher</td>
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<td>9/18/17</td>
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<td>Parent</td>
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<td>School Counselor</td>
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<td></td>
<td>Superintendent</td>
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<td></td>
<td>Field Support Center Staff</td>
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<tr>
<td>Tatyana Ulubabova</td>
<td>Other ELL CPS</td>
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<td></td>
<td>Other</td>
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<td>Other</td>
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2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

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

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
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<td>(*Primary)</td>
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* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

**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 that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

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

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
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| Parents and students were interviewed as part of the orientation when first admitting their children to the school. The data show a large number of students who have reported Spanish as their home language. A review of the data gathered from ATS/UPPG indicates that currently the majority of parents prefer communication in English, but 371 parents of EBT students, ELLs included, prefer Spanish as the language of written and oral communication. The overwhelming majority of parents of our English Language Learners indicate a preference for written and oral communication in English.

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

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

As common practice, all correspondence with the parents is sent home in English and Spanish. For the other languages we use staff members who speak the language to translate or the
3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
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</thead>
<tbody>
<tr>
<td>Documents distributed to all parents every year that require translation are parent-teacher conference announcements, after-school/Saturday program information &amp; NYS testing dates. Additional documents relevant to ELLs include entitlement/non-entitlement/continuation letters, Parent Program Placement Preference form &amp; placement decision letters. These are all available translated to our parents' preferred languages on the DOE OELL website.</td>
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<tr>
<td>In addition, EBT has identified staff members who are fluent in languages other than English. We are currently able to assist with the translation of documents to parents in the home language indicated on the Home Language Identification Survey (HLIS) and Bilingual Education Student Information Survey (BESIS) in Spanish, French, Arabic, Haitian and Bengali.</td>
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<tr>
<td>- Currently, Mr. Hipolito Fernandez, Assistant Principal of Pupil Personnel Services and Native Language Arts teacher, provides translation of written correspondences in Spanish to parents</td>
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2018-19 CEP
who have indicated Spanish as their home language.

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

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

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

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
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<tr>
<td>Typically, we require interpretation services for parent-teacher conferences, including disciplinary meetings, DOE parent nights (in November and during the Spring), and IEP meetings. Informal interactions anticipated include teacher, attendance teacher and/or guidance counselor calls to parents. These happen during the entire school year and are not possible to predict when they will occur.</td>
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3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.
Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

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

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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