



BROOKLYN TECHNICAL HIGH SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 13K430

ADDRESS: 29 FT. GREENE PLACE, BROOKLYN, NY 11217

TELEPHONE: (718) 804 – 6400

FAX:

(718) 260 – 9245

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....	4
SECTION III: SCHOOL PROFILE.....	5
PART A: NARRATIVE DESCRIPTION.....	5
PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....	6
SECTION IV: NEEDS ASSESSMENT.....	10
SECTION V: ANNUAL SCHOOL GOALS.....	11
SECTION VI: ACTION PLAN.....	12
REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....	13
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....	14
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....	16
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....	18
APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....	19
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING.....	25
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)....	26
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)....	27
APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....	28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 13K430 SCHOOL NAME: Brooklyn Technical High School
SCHOOL ADDRESS: 29 Ft. Greene Place, Brooklyn, NY 11217
SCHOOL TELEPHONE: (718) 804 - 6400 FAX: (718) 260 - 9245
SCHOOL CONTACT PERSON: R. Asher EMAIL ADDRESS: rasher@schools.nyc.gov

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	<u>TBA</u>
PRINCIPAL:	<u>Randy J. Asher</u>
UFT CHAPTER LEADER:	<u>Daniel Baldwin</u>
PARENTS' ASSOCIATION PRESIDENT:	<u>Elizabeth Morano</u>
STUDENT REPRESENTATIVE: (Required for high schools)	<u>Jacob Azrilyant</u>

DISTRICT AND NETWORK INFORMATION

DISTRICT: 13 CHILDREN FIRST NETWORK (CFN): Judy Chin Cluster
NETWORK LEADER: Gerry Beirne
SUPERINTENDENT: Karen Watts

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/ronlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Randy J. Asher	*Principal or Designee	
Daniel Baldwin	*UFT Chapter Chairperson or Designee	
Elizabeth Morano	*PA/PTA President or Designated Co-President	
David Gold	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Ikra Ahmad	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Mathew M. Mandery	CBO Representative, if applicable	
Lori Parizman	Member/UFT	
Roberta Lehrman	Member/UFT	
Thomas Evangelist	Member/CSA	
Jacob Azrilyant	Member/Student Government	
Elliot Greene	Member/PTA	
Ken Cera	Member/PTA	
Carol Ying	Member/PTA	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Our enrollment surpasses 5,000 students once again as Brooklyn Technical High School continues to be the nation's largest public high school for science, technology, engineering and mathematics.

New energy fills the halls of Brooklyn Tech as a talented faculty engages remarkable students on a daily basis. Today's Tech – and tomorrow's – will challenge, empower, and continue to develop the next generation of leaders and achievers –as it has always done.

The vision of a Brooklyn Tech for the 21st century, a Tech that celebrates its 90th anniversary in 2013, is to be:

- The pre-eminent public high school for science, technology, engineering and mathematics– a national model for excellence*
- A stimulating environment that fosters transformational education and growth, as it has for generations*
- A state-of-the-art physical plant reborn for the 21st century, modern technology at its core, with labs and classrooms on a par with university and industry standards*
- A vibrant intellectual arena for faculty to explore and embrace the best of the new: the ideas, technology and instructional methods that will define tomorrow*

The Tech of 2013 will also be where:

- The best and brightest students come together, in a leading-edge personalized experience, to learn from the most insightful and committed instructional staff*
- A diverse student body is enabled to recognize and reach its full potential*
- Partners from business and higher education join collaboratively as valued resources – through classroom enrichment, mentoring, internships and more*
- Active alumni engagement helps to sustain the level of excellence needed for Tech to serve as a world-class exemplar*

A revised set of "majors" in areas such as Aerospace Engineering, Bio-Chemistry, and Law & Society provide an opportunity for all of our students to delve deep into a focused concentration of courses in a sequence usually reserved for collegiate studies.

The Parent-Teacher Association has reinvented itself and is an active partner in moving the school forward. Grant writing initiatives, allocated funding for targeted projects, support at significant school events and a renewed institutional pride have served as catalysts to increase participation and donations.

The Brooklyn Tech Alumni Foundation, the largest such organization in the nation, has mobilized alumni support as never before. Now nearly 25 years old, it has become a national model for strategic partnership between public high schools and their graduates. It has generated funding for new labs,

classrooms, an instructional technology center, professional development and more.

Achieving the vision for 2013 will require a bold commitment. Tech's stature is special, its mission unique. To propel it forward, a funding engine more robust than that of the traditional public education model is needed. That is the rationale for Sustaining Excellence: the 21/21 Campaign for Brooklyn Tech. The campaign's goal: raise \$21 million from the Tech community of alumni and partners by 2013. \$21 million to build the 21st century.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Brooklyn Technical High School				
District:	13	DBN #:	13K430	School BEDS Code:	3313000011430

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					95.4	95.4	TBD		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					99.8	99.6	TBD		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					29.7	36.2	53.8		
Grade 8									
Grade 9	1233	1347	1380	Students in Temporary Housing: Total Number					
Grade 10	1238	1246	1365	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	986	1110	1141		2	26	TBD		
Grade 12	1012	959	1061						
Ungraded	0	0	0	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	4469	4662	4947		2	0	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	0	0	0						
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Principal Suspensions	29	36	TBD		

Number all others	15	19	30	Superintendent Suspensions	17	28	TBD
<i>These students are included in the enrollment information above.</i>							

DEMOGRAPHICS

English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	N/A	1875	729
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Number of Staff: Includes all full-time staff			
# receiving ESL services only	9	1	2				
# ELLs with IEPs	0	0	0				
<i>These students are included in the General and Special Education enrollment information above.</i>				(As of October 31)	2007-08	2008-09	2009-10
Overage Students: # entering students overage for grade				Number of Teachers	223	231	TBD
				Number of Administrators and Other Professionals	40	42	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	0	0	2
	21	6	TBD	Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	99.1	100.0	TBD
American Indian or Alaska Native	0.1	0.1	0.1	Percent more than two years teaching in this school	76.6	77.4	TBD
Black or African American	12.6	13.1	12.0	Percent more than five years teaching anywhere	68.4	70.3	TBD
Hispanic or Latino	7.9	8.0	8.3	Percent Masters Degree or higher	90	89.0	TBD
Asian or Native Hawaiian/Other Pacific Isl.	59.2	57.4	58.8	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.7	95.9	TBD
White	20.1	21.0	20.5				
Multi-racial							
Male	58.6	58.2	58.0				
Female	41.4	41.8	42.0				

2009-10 TITLE I STATUS

<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	✓		
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	✓
	Math:		Math:	✓
	Science:		Grad. Rate:	✓

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate**	
All Students				✓	✓	✓	
Ethnicity							
American Indian or Alaska Native				-	-	-	
Black or African American				✓	✓	✓	
Hispanic or Latino				✓	✓	-	
Asian or Native Hawaiian/Other Pacific Islander				✓	✓	-	
White				✓	✓	-	
Multiracial				-	-	-	
Other Groups							
Students with Disabilities				-	-	-	
Limited English Proficient				-	-	-	
Economically Disadvantaged				✓	✓	✓	
Student groups making AYP in each subject				6	6	1	

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	70.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	6.2	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	18.8	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	43.1	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	2.0	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

1. *After reviewing the most recent Quality Review, Progress Report, Learning Environment Survey and Advanced Placement Results, the following performance trends can be identified:*
 - *More students are taking the AP Exams without significant reduction in overall performance*
 - *Focused efforts on improving regents outcomes yielded positive results (Physics)*
 - *Improvement of student services increased student retention of returning upperclassmen*
 - *Positive public relations led to increased interest in attending Brooklyn Tech as evidenced by significantly increased attendance at recruitment events.*

2. *The greatest accomplishments over the last couple of years include:*
 - *Restructuring the guidance staff into a vertical model with each counselor having a caseload of 75 – 100 students per grade level for a total of 300 – 400 each. All guidance personnel are licensed and certified. Policies relating to student support services including college application processing and support services are clear, transparent and accessible. Training in MS Access to analyze student performance and make informed decisions via SED credit granting policy has been completed.*
 - *Significant modernization of school facilities including instructional and operational improvements.*
 - *Development of middle leader capacity to assume greater responsibility for moving forward the school's agenda and for professionally developing the staff under their supervision in support of student performance outcomes. Specifically:*
 - ✓ *Divided science department into Biology/Chemistry and added Physics to Engineering Department to lower departmental size.*
 - ✓ *New Assistant Principals in Social Studies and Mathematics, dissolution of AP Art – not needed instructionally. Unification of AP Health, Safety & Physical Education.*
 - ✓ *Use a retired APO as a consultant to oversee procurement and inventory controls.*
 - ✓ *Create AP of Student & Parent Engagement to serve as PTA liaison. Supervisory duties include oversight of COSA and Parent Coordinator, major event planning, and the Music department.*

3. *The most significant barriers to the school's continuous improvement are:*
- complete and total lack of support from central DOE for large size schools including unfair comparisons in learning environment categories (communication is a category which hurts large size schools where number of athletic teams and clubs is not which would help even the playing field), and*
 - the scale of the school and pending budget cuts including mid-year adjustments that will impact **plans already in motion**, and*
 - the inability to remove unneeded faculty from the table of organization, placing false constraints on the already overextended budget, and*
 - the NYCDOE providing inequitable funding despite "fair funding" being discussed (proportional parent coordinator allocations based on number of students is one example).*

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Goal #1: *By the end of each term, to document and electronically publish 100% of course base line curricula; validated by the appropriately licensed Assistant Principals in consultation with the Academic Accreditation Committee; and endorsed by the Principal.*

Components - Standards and learning objectives in alignment with the expectations of the respective accrediting organizations.

- Syllabus: course summary, course outline/timetable, grading rubric, methods of evaluation.
- Course profile: pre-requisites, admissions criteria, course weight, credit amount, periods of instruction.

08-09: To unify and electronically publish course base line curricula for all

- Regents courses – based on NYS Board of Regents standards
- AP courses – based on the College Board standards.
- Project Lead the Way courses – based on Project Lead the Way proprietary standards
Such curricula will be validated by the appropriately licensed Assistant Principals in consultation with the Academic Accreditation Committee; and endorsed by the Principal.

09-10:

- Honors courses
- Major courses – non-AP based junior year offerings
- Physical Education courses

10-11:

- *Major courses – non-AP based senior year offerings*
- *All courses not otherwise covered*
- *Independent study options*

Goal #2: To develop and publish components of handbooks for parents and faculty; and to update the student handbook.

08-09: To develop the inventory of knowledge and skills required of each BTHS constituency.

09-10:

To develop rubrics for expected proficiency of each item on the inventory of knowledge and skills. Rubrics should include

- Definition of skills/knowledge
- Definition of proficiency
- Identification of measuring tools

10-11:

To refine the newly published parent handbook, develop a faculty handbook and to update the student handbook.

Goal #3: To implement tools and training to support Differentiated Instruction at BTHS to enhance student learning.

08-09: To provide professional development targeted toward creating an awareness and operational understanding among faculty and administration of Differentiated Instruction.

09-10: To identify, develop and implement pilot projects using Differentiated Instruction. Refine and replicate professional development to additional faculty and administration to extend participation.

10-11: Refine approach/methodology. Identify additional courses and extend pilot projects to increase awareness and implementation in all subject areas.

Goal #4: To institutionalize and automate the process of periodic (weekly or bi-weekly) electronic communications with Tech parents, students and staff resulting in implementation of said process by June 2010.

10-11:

- *Continue to document and refine the process by which future parent email addresses will be collected and inventoried.*
- *Document the process by which the faculty, staff and student email addresses are collected and inventoried.*
- *Assess gaps in our current inventory of email addresses and create a plan to electronically collect missing data.*
- *Identify who presently sends global emails, to whom, and how often.*
- *Assess the feasibility of automatically generating an electronic Newsletter for dissemination to parents, students and staff..*
- *Begin exploring options concerning non-English speaking households.*
- *Begin exploring a means to communicate with parents who do not have email addresses.*

Goal #5: To increase college credit accumulation via validated coursework and assessments through Project Lead The Way, Advanced Placement, and direct dual enrollment programs.

10-11:

- *To increase the enrollment in college level courses through PLTW, Advanced Placement, and in negotiation with accredited universities (Hunter College, NYU•Poly, St. John's University and the United States Naval Academy) for dual enrollment courses by 10%.*

Indicators of Interim Progress and/or Accomplishment

Include: interval of periodic review;

Indicators of Interim Progress

- Subcommittee to report back to SLT monthly for discussion, review and revision of findings.
- Communication Master Plan Framework for calendar events overview to be completed by January 2011 with Communication Master Plan completed by June 2011 as outlined above.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p><i>Classroom content-based small group tutoring during periods 1, 2, 9, 10 and by appointment</i></p> <ul style="list-style-type: none"> • See http://www.bths.edu/tutoring/tutoring.jsp?rn=9300789 for specific schedule
Mathematics:	<p><i>Classroom content-based small group tutoring during periods 1, 2, 9, 10 and by appointment</i></p> <ul style="list-style-type: none"> • See http://www.bths.edu/tutoring/tutoring.jsp?rn=9300789 for specific schedule
Science:	<p><i>Classroom content-based small group tutoring during periods 1, 2, 9, 10 and by appointment</i></p> <ul style="list-style-type: none"> • See http://www.bths.edu/tutoring/tutoring.jsp?rn=9300789 for specific schedule
Social Studies:	<p><i>Classroom content-based small group tutoring during periods 1, 2, 9, 10 and by appointment</i></p> <ul style="list-style-type: none"> • See http://www.bths.edu/tutoring/tutoring.jsp?rn=9300789 for specific schedule
At-risk Services Provided by the Guidance Counselor:	<p><i>During small group and one-to-one counseling sessions before, during and after school. Daily progress reports, peer to peer tutoring, ongoing pupil evaluation reports from teachers, student mentoring program feedback, parent meetings, and the use of the student planner as a management tool.</i></p>
At-risk Services Provided by the School Psychologist:	<p><i>SETSS, Behavior Intervention Plan (BIP), one-to-one counseling, adjustment of services through annual review process.</i></p>
At-risk Services Provided by the Social Worker:	<p><i>One-to-one counseling, parent conferences, time management strategies, student planner use</i></p>
At-risk Health-related Services:	<p><i>Parent and student meetings, student meetings, advised to attend tutoring</i></p>

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) 9 - 12 Number of Students to be Served: 2 LEP 5098 Non-LEP

Number of Teachers 245 Other Staff (Specify) 72

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Section III. Title III Budget

School: K430 BEDS Code: 331300011430

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$12,475	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 250 hours x \$49.89 (current teacher per session rate with fringe) = \$12,472.00)
Purchased services - High quality staff and curriculum development contracts.	\$5,000	Contracted professional development services (Brienza)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$5,000	Books on Tape, Cassette Recorders, Headphones, Digital Materials
Educational Software (Object Code 199)	0	N/A
Travel	0	
Other	0	
TOTAL	\$22,475	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Extensive use of the home language survey to provide translated material in the target language for official mailings and phone calls.

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

Pivot table data analysis using home language information via HSST communicated to PTA Executive Board and AP Student & Parent Engagement who coordinates all school wide communications. Guidance staff provided list of home language for each student in their caseload and translation services provided through central DOE and school based LOTE department.

Part B: Strategies and Activities

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

Translation of phone-master communications provided by on site faculty and translation of written communications provided by both central DOE and site based staff. Documents produced by the school and PTA are translated into several high use target languages prior to dissemination.

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

Oral interpretation services are provided as needed and by scheduled arrangement for specific events such as the Open House, Major Selection night, Parent-Teacher Conferences, etc.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.
- A. A link to the Bill of Rights with all associated translations is available on the Parent Section of our school website
The Bill of Rights has also been discussed in the PTA newsletter and has been demonstrated at the PTA meetings.*
 - B. The signs are posted at the northeast (main parental) entrance as well as southeast (OSEPO center).*
 - C. Material is included as required.*
 - D. N/A*
 - E. Central DOE responsibility.*

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	N/A	\$4,127,768	\$4,127,768
2. Enter the anticipated 1% set-aside for Parent Involvement:	N/A	\$41,278	\$41,278
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	N/A	*	
4. Enter the anticipated 10% set-aside for Professional Development:	N/A	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 99%

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Faculty members are continuing their graduate courses to earn additional certification in secondary and tertiary subject areas.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school’s **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement

policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

TITLE I SCHOOL PARENT INVOLVEMENT POLICY& SCHOOL-PARENT COMPACT

Title I Parent Involvement Policy

1. The *Brooklyn Technical High School* will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:

LIST ACTIONS

2. *Brooklyn Technical High School* will take the following actions to involve parents in the process of school review and improvement under Section 1116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:

- Convene an annual meeting for parents of participating Title I students, for the purpose of explaining the program offerings. In subsequent years, this meeting will be held during the start of the school year, in conjunction with a curriculum night. In this first year of operation, we will convene this meeting soon after our SLT is determined.
- Parents will be asked to volunteer to serve on a committee that will meet during the school year to help plan and review Title I programs.
- Provide parents with the opportunity to meet with Title I funded guidance councilors' and faculty to familiarize parents with the academic expectations and supports available to students, and make parents aware of the role parents must play in having children achieve proficiency levels.

- Jointly develop, with parents, a parent involvement plan that outlines how parents, staff, and students will share ideas, and outline responsibilities which will enable participating Title I students to achieve higher standards. This will be reviewed regularly at PTA and SLT meetings.

3. *Brooklyn Technical High School* will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs:

- *N/A*

4. *Brooklyn Technical High School II* will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- *The evaluation will be conducted by members of the SLT. In Subsequent years, The SLT will issue a survey that will be completed by November. This first year of operation, we will complete the survey soon after the SLT has been established. The results will be reviewed at subsequent SLT & PTA meetings when parent comments will be solicited.*

5. *Brooklyn Technical High School Early College II* will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents

and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:

a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

- The State's academic content standards;
- The State's student academic achievement standards;
- The State and local academic assessments including alternate assessments;
- The requirements of Title I, Part A;
- How to monitor their child's progress; and
- How to work with educators.

- *Evening workshops held in conjunction with PTA meetings.*

b. *Brooklyn Technical High School Early College II* will provide materials and training to help parents work with their children to improve their children's

academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

- *Distributing course outlines, etc. to familiarize parents with academic requirements.*
- *Evening workshops conducted by teachers and other staff as well as community based organizations.*

c. *Brooklyn Technical High School Early College II* will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals

and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:

- *Workshops will be conducted in conjunction with regularly scheduled professional development.*

d. *Brooklyn Technical High School Early College II* will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:

- *Having the Parent Coordinator serve as a resource for contacting these activities.*

e. *Brooklyn Technical High School Early College II* will take the following actions to ensure that information related to the school and parent-programs, meetings

and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- *Translate all mailings as necessary.*
- *Identify preferred method of communication for parents and maintain up-to-date e-mail, postal, and phone information.*
- *Develop a uniform format for all mailings.*

Adoption

In subsequent years, this School Parental Involvement Policy and the School Parent Compact will be developed jointly with, and agreed on with, parents of

children participating in Title I, Part A programs, as evidenced by School Leadership and PTA Meetings on particular dates. This year, the administration developed this plans with the intent to discuss it with the parents once the School Leadership Team has been established.

This policy will be adopted by *Brooklyn Technical High School Early College II* after modifications have been included after meeting with the School Leadership Team and

will be in effect for the period of two years. The school will distribute this policy to all parents of participating Title I Part A children on or before September

18, 2010 in future years and soon after its adoption this year.

Date: ____ 02/29/11 _____

SCHOOL-PARENT COMPACT

School Responsibilities

Brooklyn Technical High School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: Provide teachers with professional development in literacy, mathematics, social studies and science; purchase of instructional materials that are up-to date and reflect the current units of study in all content areas in Spanish and English; provide students with access to technology tools which will enhance and facilitate their learning; infuse the curriculum with applied learning field trips; provide students with enrichment activities in the extended day.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: Parent-Teacher Conferences are held in November and in March
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Parents receive interim reports on student progress as needed.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Parents call the main office and appointments are arranged with the teachers to meet with them in the morning, during the day or after school.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents volunteer with classroom projects, during recess, career day and with performing arts activities
6. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
7. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
8. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

9. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
10. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- II. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
12. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title 1.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children' s education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee. the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.

- Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
 4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
 5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 6. Strategies to increase parental involvement through means such as family literacy services.
 7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
 8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
 9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
 10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already 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 enables, 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. For example, IDEA,

Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						

¹ **Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

² **Note:** The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

³ School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

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.)
2. Please describe the services you are planning to provide to the STH population.

Part B: FOR NON-TITLE I SCHOOLS

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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
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 in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 13	District 13	School Number 430	School Name Brooklyn Technical H
Principal Randy Asher		Assistant Principal John Arias	
Coach Tracy AtkinsZoughlami		Coach type here	
Teacher/Subject Area Frances DiProssimo		Guidance Counselor Ms. Ming, Ms. Blain, Ms.Barone	
Teacher/Subject Area Corrado - Physics		Parent type here	
Teacher/Subject Area Pollicino - English		Parent Coordinator Ms. Suet Mei Chan	
Related Service Provider Monti-Wohlpert, Timothy		Other type here	
Network Leader Gerard Beirne		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	22
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	5178	Total Number of ELLs	4	ELLs as Share of Total Student Population (%)	0.08%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

- description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

ste response to questions 1-6 here

Our Ells are identified through RLER, RLAT, RFLG, and RHSP reports on ATS. The person responsible for the ELL process is Mr. John Arias, A.P. World Languages/ESL. An exam history is done to review and see what exams have been taken by incoming students to determine their language placement, e.g. (LAB-R and or NYSESLAT). If no exam has been taken we start by providing the Home Language survey, the LAB-R exam if necessary, interviewing the parents, explaining the ESL program we have available, followed by placement of the student based on initial hand scoring of the LAB-R. We then provide our ELLs with a program that meets their needs. All our ELLs are Advanced. They receive 1 period of ELA and 1 period of ESL . All ELLs have aproximately 8/9 classes in their programs plus lunch. We try to complete the placement program for our ELLs within a 10 days period from admission to the school. ELLs follow the same curricula across content areas as any other student at Brroklyn Technical High School. They follow the curricula approved by the State and City of New York. They attend classes the same amount of periods required as any other student in the general education population and take the same exams to meet the course requirements. Parents are notified of their son/daughter continuance in the ESL program in English and their native language. Brooklyn Technical High School honors the choice parents have made for their children when the student is admitted to the school. The Placement letters are sent home via postal service and through the ESL students. If a parent asks for an interview to discuss the ESL program, he or she will meet with Mr. Arias, the AP for World Languages/ESL. If a translator were to be needed, one would be provided but so far all of our ELL parents have been able to communicate in English. The ESL model used at Brooklyn Technical High School is a Freestanding ESL Program and it is aligned with the parent request.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	4	Newcomers (ELLs receiving service 0-3 years)	4	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
			Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	4			0			0			4
Total	4	0	0	0	0	0	0	0	0	4

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): _____ Number of third language speakers: _____

Ethnic breakdown of EPs (Number):
 African-American: _____ Asian: _____ Hispanic/Latino: _____
 Native American: _____ White (Non-Hispanic/Latino): _____ Other: _____

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese										2	1			3
Russian														0
Bengali										1				1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	3	1	0	0	4

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

All instruction is delivered in English. The primary goal of our Freestanding ESL program is to assist students in achieving English Language Proficiency within three years. To amplify the literacy and academic skills of ELLs who participate in the program. To incorporate recognized and researched based ESL instructional strategies across the content areas. To provide students with the skills needed to perform at city and state level in all subject areas. Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging Schema Building, Contextualization, Text Representation and Metacognition. Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and running records. Additional small group AIS session for each prior to all state assessments, to focus on literacy and academic language. Five periods of ELA and five periods of ESL are provided weekly since the students are in the Advanced level. SL The organizational model is Self-Contained. The ESL class is homogeneous in terms of level but the content area subjects are in mixed groups (ELLs and general Ed. students). All students follow their program daily for the same amount of time (43 to 44 minutes of instruction per period). Attendance is taken regularly by the teacher and submitted at the end of each week for record keeping. Teachers in the content areas look at the results of students' performances in order to differentiate instruction and attend to the needs of their students. Students receive 180 minutes plus of instruction weekly. We offer our ELLs periodic assessments to determine their English Progress/ acquisition. We do not have SIFE students at Brooklyn Technical High School. We do not have ELLs receiving 4 to 6 years of ESL instruction. We do not have any ELLs with special needs, Assessment testing modification or test taking skills class.

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

ELL students have equal access as the general education students do to attend after school tutoring or tutoring during lunch periods. The Guidance department is aware that of our ELL population. The ESL teacher maintains contact with ELA and content area teachers. Students are encouraged and made aware that they can continue to receive support through our tutorial program and credit recovery program. Some of the materials used to support ELLs include: College Board (CEEB- College Entrance Examination Board), the official SAT Study Guide for the New SAT (Henry Holt, 2004), Kaplan K-12 Learning Services, Kaplan Advantage: New York English, Several different editions and grade levels of Warriner's English Language and Composition are for reference and as occasional source of exercises. Past ELA regents exams, Heinle Cengage Learning, Milestones, Longman Keystone, Charles Green Achieving on the NYSESLAT grades 9-12, Attanasio and Associates, Getting Ready for the New NYSESLAT. No native language is used for delivery of instruction. When a new student is accepted in our school, we provide the following resources to facilitate the transition. An informal and formal student orientation. Freshmen travel together from class to class in order to facilitate social acquaintance and build friendship. Brooklyn Technical High School offers Chinese, French, Italian and Spanish as language electives.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

N/A

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

Professional development is provided by school staff and community learning support organizations. Within the school's Professional Development Program, the focus is on: The literacy needs of our ELL population. Sessions are also given in math and science in scaffolding instruction through the use of manipulatives and experiments. Technology sessions instruct content area teachers to use online resources to make instruction more comprehensible. All staff members at Tech. have attended workshops regarding: Scaffolding in the content area, differentiated instruction, technology and instruction. Our ELL teachers have attended workshops off-site to promote collaboration between content are and language teachers: Quality Teaching workshops. Technology Workshops.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 her

At the two Parent teacher Conferences per year, Brooklyn Technical High School provides professional interpreters for: Cantonese, Mandarin, Russian and Spanish. At the PTA meetings (one per month), we have members of the Brooklyn Tech. community serve as intepreters for parents in the above mentioned languages. In the office of Student and Parent Engagement at BTHS, students serve as facilitators for parents, who speak a language other than English during their lunch periods five days a week. Some of the languages represented are: Cantonese, Mandarin, Russian, Hatian, Urdu, Bengali, Albanian, Spanish and Fukienese. The parent coordinator provides interpretation services in Cantonese at parent teacher conferences and discipline and suspension hearings. All DOE materials are ordered in languages other than English to be distributed at PTA meetings and Parent Teacher Conferences. The Guidance and Dean staff have been informed and trained to make use of the DOE phone intepreting services as needed. The main entrance safety officers are provided with DOE language cards for parents who speak a language other than English. The PTA provides written materials in Chinese at PTA mmetings. BTHS evaluates the needs of our parents by proving surveys at every PTA meeting in several languages asking: What the parents' language needs are for future workshops and what school related matters are of interest to them. We involve our parents in school trips, off site activities such as: sports activities, academic contests and in fund raising for sports teams in the school. The PTA sponsors a teacher appriciation dinner and a College Fair Day once a year as well as interpreting and translation services. Some of our telephone messages to parents are recorded in different languages.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)														0
Advanced (A)										3	1			4
Total	0	0	0	0	0	0	0	0	0	3	1	0	0	4

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B													
	I													
	A										769			
	P													
READING/ WRITING	B													
	I													
	A										704			
	P													

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math _____				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

We look at the ELA results from middle school as well as the LAB-R results and the NYSESLAT results if the students have taken the exam prior to entering BTHS. The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level, which is "Proficient". The ELA data gathered for our current ELLs shows that the reading and writing skills are much stronger than the speaking and listening skills on average. Other times we see greater strenght in speaking and listening. It all depends on how long the student has been in the school system or has studied in English in a different country. Speaking is in line with general abilities for the majority of the advanced students; as well as the reading and writing skills. As a result our students have been able to achieve proficiency and exit the ESL program after the first year of enrollment. Due to our careful review of the data, the ESL teacher differentiates instruction to address the different learning styles and modalities of our students. Our program has proven most successful. All of our ELLs go on to score proficient after they participate in our Freestanding English as a Second Language Program. We have tracked some of our former ELLs and their performace acroos the content areas after they exit our ESL program only to find that: Students who were former ELLs are performing at the same level and in some cases better than students in the general population of the school, who are not ELLs.

Additional Information

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

Paste additional information here

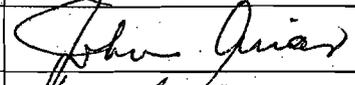
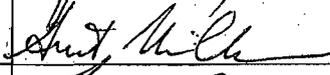
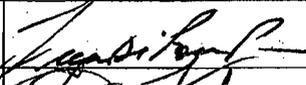
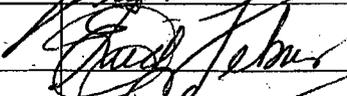
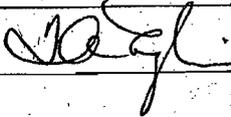
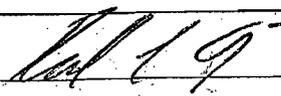
Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other _____		

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Randy J. Asher	Principal		10/12/10
John Arias	Assistant Principal		10/12/10
Suet Mei Chan	Parent Coordinator		10/12/2010
Frances DiProssimo-Parks	ESL Teacher		10/12/10
Enid Febus	Parent		10/19/10
David W. Melchior	Teacher/Subject Area		10/22/10
Tracy Atkins Zaughlani	Coach		10/12/10
	Coach		
Rachael Ming	Guidance Counselor		10/12/10
	Network Leader		
	Other _____		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Brooklyn Technical High School					
District:	13	DBN:	13K430	School		331300011430

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	
	2		6		10	v		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		95.4	95.4	96.1
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	1347	1380	1404				
Grade 10	1246	1365	1381				
Grade 11	1110	1141	1243				
Grade 12	959	1061	1111				
Ungraded	0	0	0				
Total	4662	4947	5139				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	99.8	99.6	99.7

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	29.7	53.8	64.3

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	2	26	14

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	2	0	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	29	36	14
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	17	28	6
Number all others	19	30	45				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	1875	729
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	223	231	230
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	40	42	40
# receiving ESL services only	1	2	TBD				
# ELLs with IEPs	0	0	TBD				

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	0	0	2

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	21	6	30	% fully licensed & permanently assigned to this school	99.1	100.0	99.6
				% more than 2 years teaching in this school	76.6	77.4	84.3
				% more than 5 years teaching anywhere	68.4	70.3	77.8
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers	90.0	89.0	94.3
American Indian or Alaska Native	0.1	0.1	0.1		98.7	95.9	99.0
Black or African American	13.1	12.0	10.7				
Hispanic or Latino	8.0	8.3	7.7				
Asian or Native Hawaiian/Other Pacific	57.4	58.8	60.4				
White	21.0	20.5	21.0				
Male	58.2	58.0	58.4				
Female	41.8	42.0	41.6				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category	
	In Good	v	Basic	Focused
	Improvement Year 1			Comprehensive
	Improvement Year 2			
	Corrective Action (CA) – Year			
	Corrective Action (CA) – Year			
	Restructuring Year 1			
	Restructuring Year 2			
	Restructuring Advanced			

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA:	ELA: v
Math:	Math: v
Science:	Graduation Rate: v

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v	v	v	
Ethnicity							

American Indian or Alaska Native				-	-	-
Black or African American				v	v	
Hispanic or Latino				v	v	
Asian or Native Hawaiian/Other Pacific Islander				v	v	
White				v	v	
Multiracial				-	-	-
Students with Disabilities				-	-	-
Limited English Proficient				-	-	
Economically Disadvantaged				v	v	
Student groups making				6	6	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	B	Overall Evaluation:	NR			
Overall Score:	61.3	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment: <i>(Comprises 15% of the</i>	6.5	Quality Statement 2: Plan and Set Goals				
School Performance: <i>(Comprises 25% of the</i>	18	Quality Statement 3: Align Instructional Strategy to Goals				
Student Progress: <i>(Comprises 60% of the</i>	36.8	Quality Statement 4: Align Capacity Building to Goals				
Additional Credit:	0	Quality Statement 5: Monitor and Revise				

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 13	District 13	School Number 430	School Name Brooklyn Technical H
Principal Randy Asher		Assistant Principal John Arias	
Coach Tracy AtkinsZoughlami		Coach type here	
Teacher/Subject Area Frances DiProssimo		Guidance Counselor Ms. Ming, Ms. Blain, Ms.Barone	
Teacher/Subject Area Corrado - Physics		Parent type here	
Teacher/Subject Area Pollicino - English		Parent Coordinator Ms. Suet Mei Chan	
Related Service Provider Monti-Wohlpert, Timothy		Other type here	
Network Leader Gerard Beirne		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	22
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	5178	Total Number of ELLs	4	ELLs as Share of Total Student Population (%)	0.08%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

- description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

ste response to questions 1-6 here

Our Ells are identified through RLER, RLAT, RFLG, and RHSP reports on ATS. The person responsible for the ELL process is Mr. John Arias, A.P. World Languages/ESL. An exam history is done to review and see what exams have been taken by incoming students to determine their language placement, e.g. (LAB-R and or NYSESLAT). If no exam has been taken we start by providing the Home Language survey, the LAB-R exam if necessary, interviewing the parents, explaining the ESL program we have available, followed by placement of the student based on initial hand scoring of the LAB-R. We then provide our ELLs with a program that meets their needs. All our ELLs are Advanced. They receive 1 period of ELA and 1 period of ESL . All ELLs have aproximately 8/9 classes in their programs plus lunch. We try to complete the placement program for our ELLs within a 10 days period from admission to the school. ELLs follow the same curricula across content areas as any other student at Brroklyn Technical High School. They follow the curricula approved by the State and City of New York. They attend classes the same amount of periods required as any other student in the general education population and take the same exams to meet the course requirements. Parents are notified of their son/daughter continuance in the ESL program in English and their native language. Brooklyn Technical High School honors the choice parents have made for their children when the student is admitted to the school. The Placement letters are sent home via postal service and through the ESL students. If a parent asks for an interview to discuss the ESL program, he or she will meet with Mr. Arias, the AP for World Languages/ESL. If a translator were to be needed, one would be provided but so far all of our ELL parents have been able to communicate in English. The ESL model used at Brooklyn Technical High School is a Freestanding ESL Program and it is aligned with the parent request.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	4	Newcomers (ELLs receiving service 0-3 years)	4	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	4			0			0			4
Total	4	0	0	0	0	0	0	0	0	4

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese										2	1			3
Russian														0
Bengali										1				1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
TOTAL	0	3	1	0	0	4								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

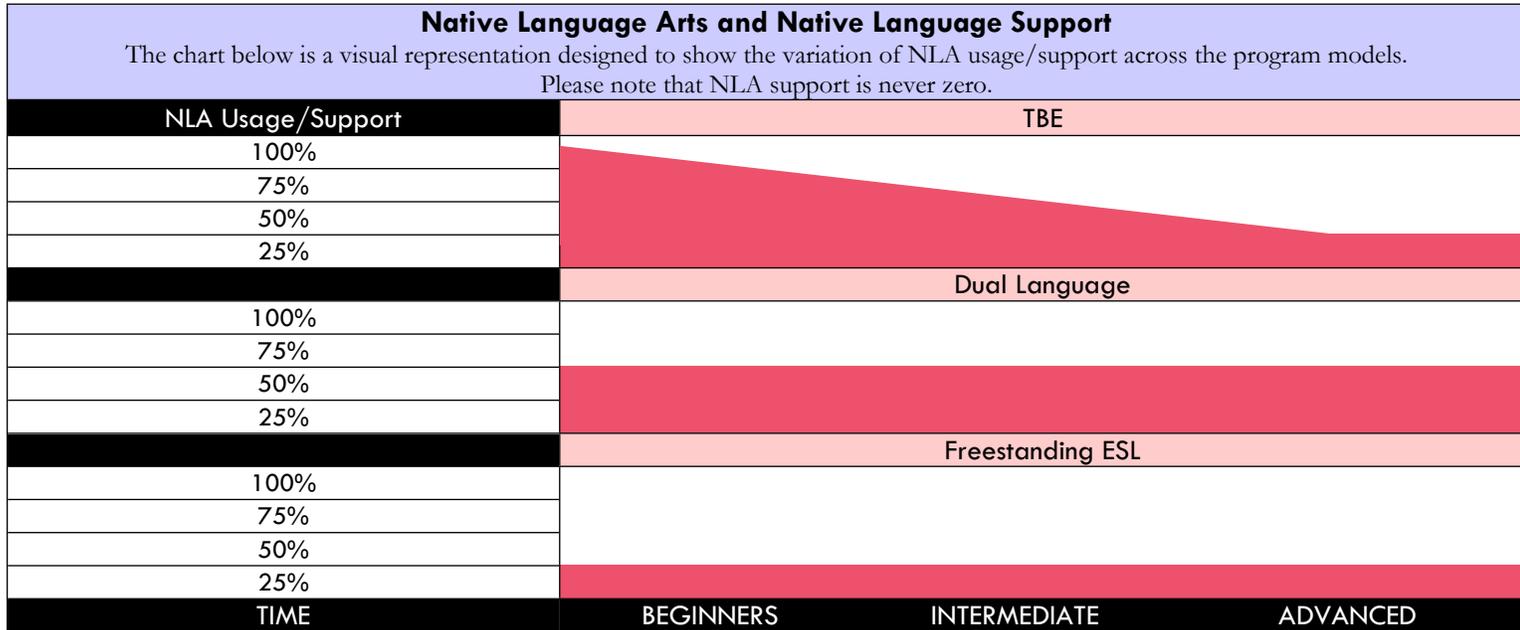
All instruction is delivered in English. The primary goal of our Freestanding ESL program is to assist students in achieving English Language Proficiency within three years. To amplify the literacy and academic skills of ELLs who participate in the program. To incorporate recognized and researched based ESL instructional strategies across the content areas. To provide students with the skills needed to perform at city and state level in all subject areas. Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging Schema Building, Contextualization, Text Representation and Metacognition. Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and running records. Additional small group AIS session for each prior to all state assessments, to focus on literacy and academic language. Five periods of ELA and five periods of ESL are provided weekly since the students are in the Advanced level. SL The organizational model is Self-Contained. The ESL class is homogeneous in terms of level but the content area subjects are in mixed groups (ELLs and general Ed. students). All students follow their program daily for the same amount of time (43 to 44 minutes of instruction per period). Attendance is taken regularly by the teacher and submitted at the end of each week for record keeping. Teachers in the content areas look at the results of students' performances in order to differentiate instruction and attend to the needs of their students. Students receive 180 minutes plus of instruction weekly. We offer our ELLs periodic assessments to determine their English Progress/ acquisition. We do not have SIFE students at Brooklyn Technical High School. We do not have ELLs receiving 4 to 6 years of ESL instruction. We do not have any ELLs with special needs, Assessment testing modification or test taking skills class.

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day
--	-----------------------	-----------------------	--------------------

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

ELL students have equal access as the general education students do to attend after school tutoring or tutoring during lunch periods. The Guidance department is aware of our ELL population. The ESL teacher maintains contact with ELA and content area teachers. Students are encouraged and made aware that they can continue to receive support through our tutorial program and credit recovery program. Some of the materials used to support ELLs include: College Board (CEEB- College Entrance Examination Board), the official SAT Study Guide for the New SAT (Henry Holt, 2004), Kaplan K-12 Learning Services, Kaplan Advantage: New York English, Several different editions and grade levels of Warriner's English Language and Composition are for reference and as occasional source of exercises. Past ELA regents exams, Heinle Cengage Learning, Milestones, Longman Keystone, Charles Green Achieving on the NYSESLAT grades 9-12, Attanasio and Associates, Getting Ready for the New NYSESLAT. No native language is used for delivery of instruction. When a new student is accepted in our school, we provide the following resources to facilitate the transition. An informal and formal student orientation. Freshmen travel together from class to class in order to facilitate social acquaintance and build friendship. Brooklyn Technical High School offers Chinese, French, Italian and Spanish as language electives.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

N/A

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

Professional development is provided by school staff and community learning support organizations. Within the school's Professional Development Program, the focus is on: The literacy needs of our ELL population. Sessions are also given in math and science in scaffolding instruction through the use of manipulatives and experiments. Technology sessions instruct content area teachers to use online resources to make instruction more comprehensible. All staff members at Tech. have attended workshops regarding: Scaffolding in the content area, differentiated instruction, technology and instruction. Our ELL teachers have attended workshops off-site to promote collaboration between content area and language teachers: Quality Teaching workshops. Technology Workshops.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 her

At the two Parent teacher Conferences per year, Brooklyn Technical High School provides professional interpreters for: Cantonese, Mandarin, Russian and Spanish. At the PTA meetings (one per month), we have members of the Brooklyn Tech. community serve as interpreters for parents in the above mentioned languages. In the office of Student and Parent Engagement at BTHS, students serve as facilitators for parents, who speak a language other than English during their lunch periods five days a week. Some of the languages represented are: Cantonese, Mandarin, Russian, Haitian, Urdu, Bengali, Albanian, Spanish and Fukienese. The parent coordinator provides interpretation services in Cantonese at parent teacher conferences and discipline and suspension hearings. All DOE materials are ordered in languages other than English to be distributed at PTA meetings and Parent Teacher Conferences. The Guidance and Dean staff have been informed and trained to make use of the DOE phone interpreting services as needed. The main entrance safety officers are provided with DOE language cards for parents who speak a language other than English. The PTA provides written materials in Chinese at PTA meetings. BTHS evaluates the needs of our parents by providing surveys at every PTA meeting in several languages asking: What the parents' language needs are for future workshops and what school related matters are of interest to them. We involve our parents in school trips, off site activities such as: sports activities, academic contests and in fund raising for sports teams in the school. The PTA sponsors a teacher appreciation dinner and a College Fair Day once a year as well as interpreting and translation services. Some of our telephone messages to parents are recorded in different languages.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)														0
Advanced (A)										3	1			4
Total	0	0	0	0	0	0	0	0	0	3	1	0	0	4

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B													
	I													
	A										769			
	P													
READING/ WRITING	B													
	I													
	A										704			
	P													

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?

been in the school system or has studied in English in a different country. Speaking is in line with general abilities for the majority of the advanced students; as well as the reading and writing skills. As a result our students have been able to achieve proficiency and exit the ESL program after the first year of enrollment. Due to our careful review of the data, the ESL teacher differentiates instruction to address the different learning styles and modalities of our students. Our program has proven most successful. All of our ELLs go on to score proficient after they participate in our Freestanding English as a Second Language Program. We have tracked some of our former ELLs and their performance across the content areas after they exit our ESL program only to find that: Students who were former ELLs are performing at the same level and in some cases better than students in the general population of the school, who are not ELLs.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		

	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 13K430

All Title I SWP schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$0	\$4,127,766	\$4,127,766
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$0	\$41,277	\$41,277
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$0	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$0	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Title 1 Parent Involvement Policy

General Expectation

Brooklyn Technical High School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities, and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA and includes as a component a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practical, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities and parents of migratory children, including providing information and school reports required under section 111 of the ESEA in an understandable and uniform format and including alternative formats upon requests and to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement will be spent.
- The school will be governed by the following statutory definition of parental involvement and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring-
 1. that parents play an integral role in assisting their child's learning;
 2. that parents are encouraged to be actively involved in their child's education at school;
 3. that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 4. The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State

School-Parent Compact:

School Responsibilities

Brooklyn Technical High School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: Provide teachers with professional development in literacy, mathematics, social studies and science; purchase of instructional materials that are up-to date and reflect the current units of study in all content areas in Spanish and English; provide students with access to technology tools which will enhance and facilitate their learning; infuse the curriculum with applied learning field trips; provide students with enrichment activities in the extended day.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: Parent-Teacher Conferences are held in November and in March
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Parents receive interim reports on student progress as needed.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Parents call the main office and appointments are arranged with the teachers to meet with them in the morning, during the day or after school.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents volunteer with classroom projects, during recess, career day and with performing arts activities
6. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
7. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
8. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
9. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
10. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- II. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
12. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title 1.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children' s education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already 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 enables, 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. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal			✓			
Title I, Part A (ARRA)	Federal	✓			\$4,127,768	✓	3
Title II, Part A	Federal			✓			

¹ **Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

² **Note:** The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title III, Part A	Federal			✓	\$0		
Title IV	Federal			✓	\$0		
IDEA	Federal		✓		\$6,343		
Tax Levy	Local	✓			\$19,254,019		3