



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE BROOKLYN LATIN SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 14k449

PRINCIPAL: JASON GRIFFITHS EMAIL: JGRIFFITHS@BROOKLYNLATIN.ORG

SUPERINTENDENT: KAREN WATTS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Jason Griffiths	*Principal or Designee	
Anthony Stromoski	*UFT Chapter Leader or Designee	
Michael Ogunyemi	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Miranda Torres Amaani Hussain	Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
	CBO Representative, if applicable	
Louisa Campbell	Member/	
Janet Pederson	Member/	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

·By June of 2012, fifty Percent of the Class of 2012 will earn an International Baccalaureate (IB) Diploma.

Comprehensive needs assessment

- Last spring, all of the department chairs and grade levels met once a week from March until June to identify strengths and weaknesses of our school and to identify school goals for the 2011-2012 school year. Strengthening the IB Programme and student performance on the IB examinations were identified by the committee as a major goal for our school.
- Our leadership team (i.e. assistant principals, parent coordinator, department chairs, grade level leaders) reviewed our results on the NYC Learning Environment Survey to determine our needs for the 2011-2012 school year.
- The IB Programme drives all that we do: philosophy, curriculum, budget. the requirements exceed those of New York City and New York State and they serve as the bar by which we measure our progress. Last year, in our first year offering the IB Programme, thirty-three percent of our students earned an IB Diploma. We used that data to establish this goal.

Instructional strategies/activities

Activity 1:

·Professional Development: The Professional Development Team will dedicate a significant portion of New Teacher Orientation to IB topics. In addition, one Faculty Meeting per month will be dedicated to IB topics.

·Target Population(s): Because IB drives everything we do, all teachers will be targeted, with special emphasis on teachers new to our school

·Responsible Staff Members: Assistant Principals, Induction Committee, Curriculum Developers/Coaches

·Implementation Timeline: September 2011 through May 2012

Activity 2:

·Creation of an IB Guide for students, teachers, staff, and parents : A committee will create an IB Guide so students, teachers, staff, and families are aware of the philosophy, expectations, procedures, and deadlines for the IB Programme at The Brooklyn Latin School (TBLS)

·Target Population(s): Students, Teachers, Staff, and parents

·Responsible Staff Members: NYC DOE Mentor Program Mentee, Assistant Principal of Organization, Selected Teachers

·Implementation Timeline: September 2011-February 2012

Strategies to increase parental involvement

- We will host Information nights for each class (i.e. 9th grade, 10th grade, 11th grade, 12th grade) at the beginning of the school year to review academic expectations, including those required by the IB Programme.
- We will create an IB Guide so parents, students, and families are aware of the philosophy, expectations, procedures, and deadlines for the IB Programme at TBLS.
- We will send out a weekly newsletter called The Friday Flash with updates and information regarding school life at TBLS.
- We will hold IB information sessions for the families of 10th and 11th grade students to inform them of the philosophy, expectations, procedures, and deadlines for the IB Programme at TBLS.
- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.
- Principal establishes relationship with NYC DOE HR Partner and NYC TRO Select recruiters to recruit, hire, and keep highly qualified teachers.
- Principal establishes close relationship with program directors of various colleges, universities, and programs preparing highly qualified teachers.
- The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support all teachers new to TBLS.

Service and program coordination

- The primary responsibility of our Assistant Principal is to support the IB Program.
- We send all teachers to IB training and professional development.

Budget and resources alignment

Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources were used to implement this action plan to increase the number of students earning an IB Diploma from Sept. 2011-June 2012 as indicated below:

- New Teacher Induction in summer with a focus on IB expectations and information
- New Teacher Meetings every other week with a focus on IB expectations and information
- Professional instructional materials to support curriculum development during the regular school day.
- IB Professional Development and Training Conferences

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

By June 30, 2012, 85 percent of advisors will report that they feel supported in carrying out their role as an advisor.

Comprehensive needs assessment

- Last spring, all of the department chairs and grade levels met once a week from March until June to identify strengths and weaknesses of our school and to identify school goals for the 2011-2012 school year. Strengthening the Advisory Program was identified by the committee as a major goal for our school.
- Our leadership team (i.e. assistant principals, parent coordinator, department chairs, grade level leaders) reviewed our results on the NYC Learning Environment Survey to determine our needs for the 2011-2012 school year. The advisory program is the primary way we communicate with students, and communication is one of the key levers of on NYC Learning Environment Survey.
- Advisory is one of eight essential features that drive priorities in our school. We have grown from a school of 60 students to a school of 475 students in five years. As our student body has grown, so have the philosophy, expectations, and needs of our advisory program.

Instructional strategies/activities

Activity 1:

- Professional Development: The Professional Development Team will dedicate a significant portion of New Teacher Orientation to Advisory topics. In addition, one Faculty Meeting per month will be dedicated to Advisory topics.
- Target Population(s): Because all teachers have an advisory, all teachers will be targeted, with special emphasis on teachers new to our school
- Responsible Staff Members: Assistant Principals, Induction Committee, Curriculum Developers/Coaches
- Implementation Timeline: September 2011 through May 2012

Activity 2:

- Creation of a Advisory Committee : A committee will be created so students, teachers, staff, and families are aware of the philosophy, expectations, procedures, and deadlines for Advisory at The Brooklyn Latin School (TBLS)
- Target Population(s): Students, Teachers, Staff, and parents
- Responsible Staff Members: Selected Counselors and Teachers
- Implementation Timeline: September 2011-February 2012

Strategies to increase parental involvement

- We will host Information nights for each class (i.e. 9th grade, 10th grade, 11th grade, 12th grade) at the beginning of the school year to review academic expectations, including those required by the Advisory Program.
- We will send out a weekly newsletter called The Friday Flash with updates and information regarding school life at TBLS.
- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.

- Principal establishes relationship with NYC DOE HR Partner and NYC TRO Select recruiters to recruit, hire, and keep highly qualified teachers.

- Principal establishes close relationship with program directors of various colleges, universities, and programs preparing highly qualified teachers.

- The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.

- Mentors are assigned to support all teachers new to TBLS.

Service and program coordination

N/A

Budget and resources alignment

- Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources were used to implement this action plan to increase the effectiveness of advisory from Sept. 2011-June 2012 as indicated below:
 - New Teacher Induction in summer with a focus on advisory expectations and information
 - New Teacher Meetings every other week with a focus on advisory expectations and information
 - Professional instructional materials to support curriculum development during the regular school day.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

·By June 30, 2012 TBLS will average a score of an 8 on the NYC DOE Learning Environment Survey from the faculty and staff for the communication criterion.

Comprehensive needs assessment

- Last spring, all of the department chairs and grade levels met once a week from March until June to identify strengths and weaknesses of our school and to identify school goals for the 2011-2012 school year. Improving communication was identified by the committee as a major goal for our school.
- Our leadership team (i.e. assistant principals, parent coordinator, department chairs, grade level leaders) reviewed our results on the NYC Learning Environment Survey to determine our needs for the 2011-2012 school year. Communication with students, teachers, and families is a goal we have been working on, and it is one we wish to continue to improve. Communication is one of the key levers of on NYC Learning Environment Survey.
- In speaking with students from the Class of 2012 and their teachers, one of the primary frustrations was communication around the philosophy, expectations, procedures, and deadlines for the IB Programme.

Instructional strategies/activities

Activity 1:

- Professional Development: The Professional Development Team will dedicate a significant portion of Grade Level meetings to creating and managing assessment calendars so teachers do not overload students with work and so that students can plan their time better.
- Target Population(s): All teachers will be targeted, with special emphasis on teachers new to our school
- Responsible Staff Members: Assistant Principals, Induction Committee, Curriculum Developers/Coaches
- Implementation Timeline: September 2011 through May 2012

Activity 2:

- Weekly Faculty Meetings: We will hold weekly faculty meetings so we establish a culture of collaboration, consensus, and communication. The entire faculty and staff will meet weekly.
- Target Population(s): Students, Teachers, and staff
- Responsible Staff Members: TBLS Leadership Team
- Implementation Timeline: September 2011-February 2012

Strategies to increase parental involvement

- We will host Information nights for each class (i.e. 9th grade, 10th grade, 11th grade, 12th grade) at the beginning of the school year to review academic expectations, including those required by the Advisory Program.
- We will send out a weekly newsletter called The Friday Flash with updates and information regarding school life at TBLS.
- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.
- Principal establishes relationship with NYC DOE HR Partner and NYC TRO Select recruiters to recruit, hire, and keep highly qualified teachers.
- Principal establishes close relationship with program directors of various colleges, universities, and programs preparing highly qualified teachers.
- The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support all teachers new to TBLS.

Service and program coordination

N/A

Budget and resources alignment

- This goal does not require additional budgetary resources. The faculty and staff agreed to a weekly meeting to improve communication at the end of the 2010-2011 school year.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	N/A

Mathematics	N/A
Science	N/A
Social Studies	N/A
At-risk Services provided by the Guidance Counselor	N/A
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	N/A
At-risk Health-related Services	N/A

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

Parent Involvement Policy and Parent-School Compact for
THE BROOKLYN LATIN SCHOOL

Section I: Title I Parent Involvement Policy

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

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

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

¹ This template was designed by the Office of School Improvement in collaboration with the New York State Education Department, Office of School Improvement and Community Services (NYC) and the Office for Family Engagement and Advocacy. This template is aligned to fully comply with the parent involvement requirements as outlined in Title I, Part A, Section 1118 of the No Child Left Behind (NCLB) Act.

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I

Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

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

(OFEA);

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

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

host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

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

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

The Brooklyn Latin School will further encourage school-level parental involvement by:

- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;

2 Please note that only New York City Public schools that have attained a student population of two-hundred (200) or more will receive funding to hire a Parent Coordinator.

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and

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

Section II: School-Parent Compact

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

School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's

achievement will be discussed as well as how this Compact is related;

for
Title I

- convening a Title I Parent Annual Meeting (prior to December 1st of each school year) parents of students participating in the Title I program to inform them of the school's status and funded programs and their right to be involved;

providing

- arranging additional meetings at other flexible times (e.g., morning, evening) and (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;

documents

- respecting the rights of limited English proficient families to receive translated and interpretation services in order to ensure participation in the child's education;

activities is

- providing information related to school and parent programs, meetings and other sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

Title I

- involving parents in the planning process to review, evaluate and improve the existing programs, Parent Involvement Policy and this Compact;

individual information;

- providing parents with timely information regarding performance profiles and student assessment results for each child and other pertinent individual school information;

and

distributed and

- ensuring that the Parent Involvement Policy and School-Parent Compact are discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;

participate, as appropriate, in the decisions relating to my child's education. I will also:

1. communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
1. respond to surveys, feedback forms and notices when requested;
1. become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
1. participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
1. take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
1. share responsibility for the improved academic achievement of my child;

Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;

- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully; and
- always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by _____ on _____.

This Parent Involvement Policy was updated on _____.

The final version of this document will be distributed to the school community on _____ and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Lourdes Carmona	District 14	Borough Brooklyn	School Number 449
School Name The Brooklyn Latin School			

B. Language Allocation Policy Team Composition

Principal Jason Griffiths	Assistant Principal Gina Mautsche
Coach None	Coach type here
ESL Teacher Marian Pomann	Guidance Counselor Colleen Teslik
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Anna-Lisa Trotman
Related Service Provider	Other type here
Network Leader Lourdes Carmona	Other type here

C. 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		Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	462	Total Number of ELLs	2	ELLs as share of total student population (%)	0.43%
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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.
5. 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.)
6. 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. 

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs
When a new student comes to the school for enrollment, the Home Language Identification Survey is administered to the parent by Ms. Pomann, a licensed pedagogue. Ms. Pomann conducts an informal interview in English, and a pedagogue who speaks the student's native language conducts an informal interview. Ms. Pomann then determines the need for the administration of the LAB-R. If, as a result of the LAB-R, the student is deemed "Entitled" to services, the student is then scheduled to receive ESL.

2. What structures are in place in your school to assure that parents understand all three choices?
Parents are provided with a presentation of the DOE video and the Parent Survey and Program Selection Forms. At this time personnel is available to answer any questions they may have. Through the assistance of the parent coordinator, a meeting is scheduled for parents to view the DOE video describing the three programs if they not able to stay to view the video and complete the forms at registration.

3. Describe how your school ensures that the entitlement letters distributed and Survey forms returned.
Parent Surveys and Program selection forms are collected at the end of the video presentation and meeting.

4. Criteria used to place ELLs in TBE or ESL instructional programs.
Currently, the school has two (2) ELL students. If, throughout the course of time, the school admits 20 ELL students of the same native language, in the same grade, a bilingual program will be provided for them.) The school offers ESL to the students who are currently enrolled in a pull-out program and work with the ESL instructor.

5. What is the trend in program choices
After reviewing the Parent Survey and Program Selection forms, the trend in this school is for English as a Second Language.

6. Are the models in your school aligned with parent requests?
The models / programs in this school are aligned with parent requests.

Paste response to questions 1-6 here

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	2	Newcomers (ELLs receiving service 0-3 years)	2	Special Education
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6 years)

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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	2									2
Total	2	0	0	0	0	0	0	0	0	2

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

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			0
Russian										0				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		
	EL	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			1						1	0	
Russian	11								11	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other _____									0	0	
TOTAL	11	0	1	0	0	0	0	0	12	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														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic

A. Programming and Scheduling Information

content areas and accelerate English language development?

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

A. Programming and Scheduling Information

1. How is instruction delivered?

a. & b. What are the organizational models? What are the program models?

Instruction is delivered in pull-out in a heterogeneous model. Instruction is provided in English.

2. How does the organization of your staff insure the mandated number of instructional minutes?

Mandated number of minutes are provided to each student according to his/her proficiency level. Beginning level students receive 540 minutes of ESL instruction per week and Intermediate students receive 360 minutes of ESL per week. Advanced students receive 180 minutes of ESL weekly.

3. Content Area:

Content areas are provided to these students using an ESL approach. Structures, such as graphic organizers, pictures, maps, modified text, realia, dictionaries and glossaries are used to provide support in the content areas.

4. How do you ensure that ELLs are appropriately evaluated in their native languages?

When/If an evaluation is deemed necessary; students are evaluated in the language in which they feel most comfortable.

5. Differentiated instruction for ELL subgroups:

a. Plan for SIFE:

If student with interrupted formal education are admitted into this school, they will be assessed to find the strengths in their educational experiences and an individual instructional plan will be established for them. The guidance counselor / social worker will work closely with these students to assure their success in the school environment.

b. Plan for newcomers

Newcomers will be provided with ESL methodology and support particularly in the content areas as well as survival skills.

c. ELLs receiving 4 -6 years of services

For ELLs in this category, a study of their NYSESLAT will determine the modalities where their needs are greatest and a plan will be executed to help them develop the skills needed to achieve at the proficiency level of the NYSESLAT.

d. Long Term ELLs

ELLs who have exceeded six years of services must be provided with additional supports in the modalities where they show a lack of progress. A study of their vocabulary and writing skills is necessary to build on their prior knowledge.

6. ELL-SWD

A careful review of the IEP for ELL-SWD is necessary in order to assure that correct language instruction is being provided. Appropriate materials must be used in accordance to their educational plan

7. Flexibility

ELLs with special needs are provided with support in the least restrictive environment according to their IEPs. This may mean that the students are mainstreamed for certain content areas and provided with a more restrictive environment or other content areas depending on

A. Programming and Scheduling Information

the IEP.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	

B. Programming and Scheduling Information--Continued

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

8. Targeted Intervention programs

Pull-out programs

9. Continuing transitional support

Students that have achieved at the proficiency level in the NYSESLAT continue to receive accommodations as required by the NYSED for up to two years. These supports include: ESL support classes, extended time in all Regents Exams, availability of Regents in the student's native language / translations, additional reading of test instructions, use of glossaries.

10. Programs:

All students who have been in the country for four years or fewer will be administered a home language identification survey and writing sample; Pull-out instructional program; additional professional development for content area teachers; regular planning meetings between ELL specialist and content area teachers; preparation for NYSESLAT; case management through student support team.

11. What programs will be discontinued?

No programs will be discontinued at this time.

12. Equal Access to all school programs:

ELLs are not excluded from any programs in the building.

13. What instructional materials are available to ELLs?

ESL textbooks/computer programs to support writing, learner dictionaries, multimedia resources, speaking and listening resources, test prep resources.

14. Native language support

Native language support is provided through the use of native language materials, dual language dictionaries and glossaries.

15. Do required services support ELLs' ages and grade levels?

Yes, required services support, and our resources correspond to ELLs' ages and grade levels.

16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

ELL students are included in all of our orientation activities.

17. What language electives are offered to ELLs?

Latin and Spanish

B. Programming and Scheduling Information--Continued

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

8. Targeted Intervention programs

Pull-out programs

9. Continuing transitional support

Students that have achieved at the proficiency level in the NYSESLAT continue to receive accommodations as required by the NYSED for up to two years. These supports include: ESL support classes, extended time in all Regents Exams, availability of Regents in the student's native language / translations, additional reading of test instructions, use of glossaries.

10. Programs:

All students who have been in the country for four years or fewer will be administered a home language identification survey and writing sample; Pull-out instructional program; additional professional development for content area teachers; regular planning meetings between ELL specialist and content area teachers; preparation for NYSESLAT; case management through student support team.

11. What programs will be discontinued?

No programs will be discontinued at this time.

12. Equal Access to all school programs:

ELLs are not excluded from any programs in the building.

13. What instructional materials are available to ELLs?

ESL textbooks/computer programs to support writing, learner dictionaries, multimedia resources, speaking and listening resources, test prep resources.

14. Native language support

Native language support is provided through the use of native language materials, dual language dictionaries and glossaries.

15. Do required services support ELLs' ages and grade levels?

Yes, required services support, and our resources correspond to ELLs' ages and grade levels.

16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

ELL students are included in all of our orientation activities.

17. What language electives are offered to ELLs?

Latin and Spanish

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

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.

1. PD plan for ELL personnel in the school.

All personnel who teach ELLs are provided with strategies to incorporate in their instruction of ELLs.

2. Support for transitioning to High School

ELLs are provided with orientation before and support during their first year of this school.

3. Minimum of 7.5 hours of ELL training.

Staff is offered and participates in workshops offerings of the DOE and Network.

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?

1. Describe parent involvement in your school, including parents of ELLs

Open house; Parent/Teacher Conferences; Orientation; Correspondence sent home in the parent's preferred language

2. CBO Partners

Identify your Community Based Organizations if any and what they offer.

3. Evaluating the needs of your parents. How do the parental activities address their needs?

Through the efforts of the Parent Coordinator, parents are provided with a needs assessment survey to complete. The results of this survey are used to provide workshops based on the parents' interests and needs.

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)										1				1
Intermediate(I)											1			1
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	1	1	0	0	2

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											1		
	P													
READING/ WRITING	B													
	I											1		
	A													
	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

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
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

- Assessment Tools for early literacy – N/A
- What is revealed by the data across proficiency levels and grades?
The school administered the NYSESLAT. The scores reveal the student is at an advanced level for listening and speaking and at an intermediate level for reading and writing.
- How will these patterns across the modalities affect instruction?
Emphasis is placed on reading, writing, listening, and speaking to achieve at the proficiency level.
- For each program:
 - Patterns
N/A
 - Use of results of Periodic Assessments
N/A
 - Periodic Assessments
Not used. Native language support is used as needed in the form of materials, dictionaries and glossaries.
- N/A
- How do you evaluate the success of your programs for ELLs.
ELLs participate in all school programs and we track their success as we track all of our students.

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.

Part A: Needs Assessment Findings

- Home language surveys were reviewed by the ESL Teacher. Parents were offered the opportunity to receive correspondence/information in the language of their choice (English or their native language).
- Most parents requested that written communication be in English.

Part B: Strategies and Activities

Part VI: LAP Assurances

School Name: <u>The Brooklyn Latin School</u>		School DBN: <u>449</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jason Griffiths	Principal		3/7/12
Gina Mautschke	Assistant Principal		3/7/12
Anna-Lisa Trotman	Parent Coordinator		3/7/12
Marian Pomann	ESL Teacher		3/7/12
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Colleen Teslik	Guidance Counselor		3/7/12
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **14K449** School Name: **The Brooklyn Latin School**

Cluster: **5** Network: **Fordham**

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.

Home language surveys were reviewed by the Parent Coordinator to determine the language needs of the parents. Parents were offered the opportunity to receive correspondence/information in the language of their choice (English or their native language).

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.

Our home language surveys found that most parents speak English and requested that communication be made in English.

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.

Surveys indicated a need for translation services and we have individuals on staff that are able to perform translations. When necessary we will request services from the DOE's Translation and Interpretation Unit. Our school provides written translation services in accordance with Section VII of the Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. We use the official translations of documents from the DOE OELL website. These translations are sent home along with the English version of the same documents.

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.

In our building we have staff who speak Spanish, Chinese and Korean. This enables us to meet the oral needs of parents who have difficulties with communication in English.

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>.

We at The Brooklyn Latin High School fulfill Section VII of the Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services by ensuring that every parent who does not speak English as a primary language receives a copy of the Bill of Parents' Rights and Responsibilities in the language of their choice. As mandated the availability of interpretation services as indicated through signs are located near the main entrance of the school in an area that is visible to anyone that is entering and leaving the building. Our school safety plan includes specific procedures to give parent needed language access services which allow them to reach the administrative office without obstacles due to any language barriers.

Based upon the HLIS responses, a master list of parent/home languages will be reserved in the Main Office.

