



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : MICHAEL PRAYOR

DBN: 16K498

PRINCIPAL: MICHAEL PRAYOR

EMAIL: MPRAYOR@SCHOOLS.NYC.GOV

SUPERINTENDENT: KWATTS

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
MICHAEL PRAYOR	*Principal or Designee	
LATASHA FARMER	*UFT Chapter Leader or Designee	
LESLIE ARTIS	*PA/PTA President or Designated Co-President	
MARK MOSES	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
LESLIE ARTIS	Member/PARENT	
BEVERELY BURNETTE	Member/PARENT	
THERESA STOUDEMIRE	Member/PARENT	
	Member/	

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

- By the end of the 2011-2012 school year, there will be a 25% increase in the number of third-year students who have earned 10 or more credits (with 6 or more credits earned in one of the four core academic areas of mathematics, science, social studies or English).

Comprehensive needs assessment

- There was a 30.9% decrease in the percentage of third-year students who had earned 10 or more credits by the close of the 2010-2011 school year. (comparison of 2010-2011 and 2009-2010 NYC Department of Education Progress Reports – see Progress metrics).

Instructional strategies/activities

The following research-based instructional strategies and activities will be used to achieve this goal:

- Establish a data system (Pupil Path) that tracks individual student attendance, grades, and engagement indicators, such as behavioral anecdotes. Teachers of third-year students will be encouraged to complete an academic and/or behavior anecdotal log through Skedula for each marking period.
- Determine criteria for who is considered off-track for graduation and establish a continuum of appropriate interventions. Guidance counselors, teachers, and administrators will assist students in completing a graduation progress worksheet at the end of the first semester.
- Track third-year students who miss 10 days or more of school in the first 30 days. Develop a shared action plan with parents, teachers, attendance team and the student designed to decrease the number of absences. The first month of high school provides important information about who is at risk of dropping out. Even moderate levels of absences are a cause for concern. Just one to two weeks of absence per semester has been found to be associated with a substantially reduced probability of graduating.
- Monitor first term grades of students in third year, paying particular attention to failures in core academic subjects. Students, in conjunction with guidance counselors and teachers, will complete a grade analysis that focuses on self-reflection and specific steps that can be taken to improve grades.
- Provide credit recovery, in spring term, to all students who failed any subjects in fall term.
- Offer immediate academic supports (tutoring/one-to-one mentoring) to third-year students who are failing in the first marking period.
- Track students who have failed too many core subjects to be promoted to next grade by end of fall term. This provides perhaps the most critical information about which students should receive specialized attention and support. Research has shown that those who fail to be promoted are more likely to drop out.

Specific Strategies	Staff/Resources	Timeline for implementation
Attendance monitoring	Attendance Team (Administration, Guidance Counselors, Attendance Coordinator)	Ongoing beginning September 2011
Attendance Training and Data Review	Provide all staff with ongoing training for proper attendance recording procedures Review period attendance at each school wide data review meeting (conducted at the conclusion of each marking period).	2011 Launch date – End of First Marking period Ongoing to June 2012
Tutoring and At-Risk Counseling	Graduation Coaches (Teachers and Administrators) assigned to every student in the 11 th Grade Guidance Counselor provides At-Risk Counseling once a week to students who have failed at least one course	End of Marking Period 1 to June 2012
Instructional Rounds	Teacher “content talks” that provide opportunities to align the curriculum to both the standards and state exams in order to improve	Ongoing beginning September 2011

Strategies to increase parental involvement

Law and Tech Parent Team (LTPT)

Collectively we will use a team approach to organize and sustain family, and community partnerships. With this approach, teachers, administrators, parents, community members, and others can work together to connect family and community involvement with school improvement goals. Our aim is to:

- Create a welcoming school environment for families
- Engage families and the community in ways that support student achievement and success

What is the Law and Tech Parent Team?

The LTPT believes in “call to action” along with our School Leadership Team. Teachers, parents, students, administrators, and community members will lead family and community involvement activities.

What does the LTPT do?

The LTPT will conduct the following activities:

1. Write an action plan with activities linked to selected goals in the Comprehensive Education Plan (CEP).
2. Integrate all family and community involvement activities conducted by teachers and school groups.
3. Recruit and recognize other teachers, parents, community members for leadership and participation in family and community involvement activities.
4. Implement, coordinate, publicize, and oversee the planned involvement activities.
5. Monitor progress, assess the strengths and weaknesses of involvement activities, document results, and resolve problems.
6. Report progress to the SLT, to the faculty, and to the PTA.
7. Replace departing LTPT members.
8. Continue improving the school's program of family and community involvement.

PUPIL PATH DATA SYSTEM

This system provides parent access to student performance in the most granular of details. Parents can view attendance and lateness data by period, day, week and/or month. Parents can view formative performance data (homework, classwork, in-class exams, projects) as well as summative assessment data (transcripts, regents performance). This information is viewable through multiple media devices including desktop computer, iPad or cellular phone.

PARENT NEWSLETTERS

Newsletters are mailed home to parents to inform them of all-important events occurring in the school; important student deadlines; important curricular changes and parent workshops to enhance their personal development in support of their child.

SCHOOL MESSENGER

This computerized system is directly connected to our daily attendance monitoring system to alert parents of any absences. This system creates automated phone calls to make parents aware of all important dates and upcoming events occurring in the school.

SCHOOL WEBSITE

The school website provides parents with important forms, information and updates regarding academic and social supports for their children.

Strategies for attracting Highly Qualified Teachers (HQT)

Brooklyn High School for Law and Technology developed, in June 2011, a Recruitment Strategic Planning Team to develop its marketing and outreach strategies. Additionally, we have formed partnerships with traditional teacher education institutions (including CUNY at Brooklyn College and CITY Tech). We have advertised our teacher vacancies on Idealist.org and have reconfigured our hiring process to include the following requirements of all applicants: demonstration lessons, unit plan submissions, student work submissions and scholarship reports (including marking period and Regents exam data where applicable).

Service and program coordination**COLLEGE SUMMIT**

College Summit has identified four critical “mind shifts” that establish college-going culture and set the stage to achieve significant increases in both high school graduation and college enrollment rates.

Shift to counting college enrollment rates as a measure of high school success.

Shift from thinking postsecondary guidance should be for some students to providing it to all students.

Shift from a “guidance counselor only” model to a guidance counselor plus teacher-engaged effort.

Shift from thinking of students as recipients of school culture to drivers of school culture. □

We incorporate College Summit’s curriculum and tools into a postsecondary planning course, which is offered for credit during the existing school day to third and fourth year students. This ensures that we successfully integrate the College Summit standards-based, data-driven curriculum with other coursework and the school routine.

The postsecondary planning course, based around the College Summit Navigator Curriculum, provides students with a safe and supportive space within the school day in which to explore, apply to, and prepare for a variety of postsecondary options. Through participation in the College Summit class, students will create a Senior Portfolio, which includes all of the planning milestones and products that juniors and seniors need in order to apply to and succeed in formal and informal postsecondary learning opportunities. As students create these products, they practice valuable transferrable skills which will help them persist and achieve in postsecondary life, including goal-setting, action planning, research and reflection.

Budget and resources alignment

- The following funding streams will be utilized to support the development of the plans listed above:
 - Title I Fair Student Funding Allocations
 - \$5000 – Datacation Pupil Path Computer System
 - \$5000 – College Summit

ANNUAL GOAL #2 AND ACTION PLAN**Annual Goal #2**

- By the end of August 2012, there will be a 10% increase in the number of students who demonstrate proficiency on the NYC Progress Report Card for the English Language Arts Weighted Regents Pass Rate.

Comprehensive needs assessment

- The 2010-2011 NYC Progress Report indicates that our students are scoring well on their English Regents.

Instructional strategies/activities

The following research-based instructional strategies and activities will be used to achieve this goal:

• Beginning of the Year:

- Inquiry team identifies lowest third population and begins tracking progress for Regents and credits;
- Interim assessments and diagnostics are taken and additional instructional supports provided to identified students needing additional academic support;

- Regents Prep program designed and staffed to begin in November;
- Identified students who previously failed Regents subjects are scheduled for Regents Prep;
- Holdovers are identified and given remediation program and assigned tutorials.

During the Year:

- Quarterly assessments are taken and AIS programs are assigned to identified at-risk students;
- Regents Prep Program implemented by February break;
- Department monitors Regents prep program and helps design lessons and activities;

End of the year:

- June Regents Prep program implemented to start earlier;
- Target population and graduating Senior and upcoming Juniors identified with deficits in Regents courses described above will be assigned a . Mandatory Regents Prep program during school, after school, or Saturdays. We will utilize study hall periods.
- Plan Regents and Credit Recovery Program for Summer Institute.

Strategies to increase parental involvement

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- Create a welcoming school environment for families
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4. Implement, coordinate, publicize, and oversee the planned involvement activities
5. Monitor progress, assess the strengths and weaknesses of implemented involvement activities, document results, and resolve problems
6. Report progress to the SLT and to the faculty, PTA
7. Replace departing LTPT members

8. Continue improving the school's program of family and community involvement

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Strategies for attracting Highly Qualified Teachers (HQT)

Brooklyn High School for Law and Technology developed a Recruitment Strategic Planning Team in June 2011 to design its marketing and outreach strategies. Additionally, we have formed partnerships with traditional teacher education institutions (including CUNY at Brooklyn College and CITY TECH). We have advertised our teacher vacancies on Idealist.org and have reconfigured our hiring process to include the following requirements of all applicants: demonstration lessons, unit plan submissions, student work submissions and scholarship reports (including marking period and Regents exam data where applicable).

Service and program coordination

- Grade inquiry teams (also referred to as common planning time) will analyze system level data including student work to adapt curricula and instructional delivery to improve student performance. Teachers will begin to create and maintain portfolios for each student. This will allow staff members to assess progress and maintain a record of growth. During inquiry, teachers will share best practices.
- Regents preparation tutoring will be offered after-school.
- School wide Grammar Focus will implement a monthly “skill of the month” to provide literacy review in every course three days per week.
- Common Planning time will be scheduled so that guidance staff will have time to meet with subject area teachers to discuss student progress.

Budget and resources alignment

- Title I Fair Student Funding and Contract For Excellence Funding for New Teacher Hires
- Tax Levy NYSTL Software – Pearson’s Reading and Writing Lab
- Title I 10% Professional Development Funds Allocated to Assistant Principal, English (Professional Development Services to English Teachers)
- Title I Fair Student Funding Allocations
 - \$5500 – Datacation Pupil Path Computer System
 - \$2500 - Pearson’s Reading any Writing Lab

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

- By August 2012, the four-year graduation rate, which was 77.7% in August 2011, will increase by 3.7% to 80.7%.

Comprehensive needs assessment

The New York City High School graduation expectation rate is currently 80%; therefore, we need to raise our graduation rate to match or exceed 80% while ensuring that we remain above the national high school graduation rate of 70%.

Instructional strategies/activities

The following research-based instructional strategies and activities will be used to achieve this goal:

- Establish a data system (Pupil Path) that tracks individual student attendance, grades, and engagement indicators, such as behavioral anecdotes.
- Determine criteria for who is considered off-track for graduation and establish a continuum of appropriate interventions. Guidance counselors, teachers, and administrators will assist students in developing a graduation completion plan at the beginning of their senior year, which includes credit needed and planned coursework.
- Track seniors who miss 10 days or more of school in the first 30 days. The first month of high school provides important information about who is at risk of dropping out. Even moderate levels of absences are a cause for concern. Just one to two weeks of absence per semester has been found to be associated with a substantially reduced probability of graduating.
- Monitor first term grades of seniors, paying particular attention to failures in core academic subjects.
- Provide credit recovery, in fall and spring term, to all students who failed any subjects in prior terms.
- Offer immediate academic supports (tutoring/one-to-one mentoring) to the students who are failing in the first marking period of senior year.
- Track students who have failed too many core subjects to be deemed "graduation-ready". This provides perhaps the most critical information about which students should receive specialized attention and support. Research has shown that those who fail to be promoted are more likely to drop out.

Specific strategies for seniors include the following:

Preventive Measures through Frequent and Transparent Use of Data:

Through the use of Datacation, we provide the entire school community with an on-track metric for use. The metric is based on New York State's graduation requirements (a combination of course credits and pass grades in a series of end-of-course state Regents exams) to map out the progress students need to make each year to graduate with a regular diploma in four years. In addition, the metric includes indicators of college readiness that go beyond the state's high school requirements. Using this metric, each student's status is described through the use of color-coded categories: on track to college readiness (blue); on track to graduation (green); almost on track to graduation (yellow); or off track to graduation (red). Datacation analyzes the data and provides administrators with a schoolwide report on student performance based on the metric which is then shared with the entire school community. It also creates snapshots that can show an individual student's progress toward graduation and college readiness, and encourages students to create a plan to get (or stay) on track. This strategy helps ensure that data use becomes an intrinsic component of the school's daily operations.

The color-coded tools are easy to understand; as a result, we are using the information in a variety of ways. School leaders and staff are employing schoolwide and individual student data to plan interventions and decide what professional development our teachers need. Student snapshots are shared with students and parents, making it easier to understand the complicated graduation requirements and the steps a student must take in order to get on track. Our new college-readiness metric, based on college entrance requirements, is helping students and families understand the difference between high school graduation and college readiness.

Attendance Interventions for Seniors:

Each senior has a Graduation Coach and dedicated Guidance Counselor. These individuals become connected to the student and family to ensure that every stakeholder is acutely aware of the students' status towards graduation and any needed interventions. Parent conferences are held routinely for students whose attendance falls below 85%. An attendance team focuses on each student who is falling below the school wide expectation of 90% attendance and an attendance teacher is immediately dispatched to the home to gather information regarding student attendance. The results of the home visit are brought back to the attendance team for immediate action and intervention.

College Board Math and English Interventions through Spring Board Specialist:

Every senior is supported through College Board instructional strategies to close the achievement gap. We will continue to develop our college going culture by:

- Brooklyn High School for Law and Technology will improve assessment readiness (e.g. Regents, SAT, entrance exams)
- Brooklyn High School for Law and Technology will better prepare our students for the rigors of college, particularly mathematics
- Accuplacer assessments Online.

United Negro College Fund Partnership:

- College access activities, including help with completing on-line college applications, filing for financial aid, college visits, learning about different careers and programs of study, and enrolling in college.
Transition math and English courses intended to prepare students for the CUNY Placement Exams and success in college credit course
- Fee waivers for the CUNY application
- Advisement and other assistance during the first year of college if participating students enroll in a partnering CUNY community college

SAT Math Preparation

Each senior is offered the opportunity to have one-to-one targeted math support in preparation for the math portion of the SAT exam.

Special Education Service Delivery

All students in their senior year are routinely evaluated (every marking period) for movement to a Least-Restrictive-Environment

College Now (CITY TECH @ CUNY)

Students enrolled in College Now have the unique opportunity of taking challenging courses for high school and college credit. This early college experience provides seniors with a clear understanding of the expectations for college while also motivating them to strive for graduation.

Strategies to increase parental involvement**FAFSA Parent Workshops**

- College-bound seniors and their parents learn how to complete the Free Application for Federal Student Aid (FAFSA)
- The FAFSA must be completed in order for students to be eligible to receive any type of need-based federal or state financial aid including grants, loans, and work-study.
- This workshop is open to all college bound students, regardless of where they plan to attend.

Graduation Workshops

Parents are invited to attend graduation workshops to inform them of the expectations for graduation. These workshops are held early in the year to provide parents with the time and opportunity to assist us in motivating and encouraging their child toward high school graduation.

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requirements of all applicants: demonstration lessons, unit plan submissions, student work submissions and scholarship reports (including marking period and Regents exam data where applicable).

Service and program coordination

COLLEGE SUMMIT

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Budget and resources alignment

- Title I Fair Student Funding Allocations
 - \$7500 – Datacation Pupil Path Computer System
 - \$5000 - College Summit

ACADEMIC INTERVENTION SERVICES (AIS)

	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	71	51	52	60	234			
11	47	33	31	77	188			
12	28	14	14	39	95			

Name of Academic Intervention Services (AIS)	Description
ELA	<p>During the school day: Small group instruction; at-risk students work with their English teachers in small groups (7-8) during periods 1 or 4 (42 minutes per session) and after school All identified at-risk students and students identified as Promotion in Doubt are assigned our tutoring program focused on attaining standards previously not met, project completion and credit recovery as well as Regents Prep. Daily After school Tutorials: Teachers provide students with a structured time (3:00 – 4:00 PM) to work on individual projects, homework or class assignments. Additional work is done in supporting student understanding of the daily lesson.</p>
Mathematics	Same as above with emphasis on math.
Science	<p>Same as above with emphasis on science. □ After School/Morning Regents Prep Program: mandates students (those who scored between 55 and 65 on Living Environment Regents) participate in a specialized preparatory and lab program for Living Environments Regents.</p>
Social Studies	Same as above with emphasis on social studies.
At-risk Services provided by the Guidance Counselor	<p>Student Support Groups: Our guidance counselor facilitates small support group meetings for various at-risk behaviors. (Truancy, bereavement, social etiquette, peer mediation, conflict resolution). □ College Counseling and Transition Services: All 11th and 12th grade students (especially At-Risk students) have structured courses related to college and career counseling.</p>
At-risk Services provided by the School Psychologist	An itinerant School Psychologist is present at Brooklyn Law and Tech 2 days per week to provide mandated counseling and evaluation services to students.
At-risk Services provided by the Social Worker	An itinerant School Social Worker is present at Brooklyn Law and Tech 2 day per week to provide mandated counseling and evaluation services to students.
At-risk Health-related Services	Teen Choice has been contracted to support health-related services for at-risk students.



BROOKLYN HIGH SCHOOL FOR LAW AND TECHNOLOGY
We Inspire, We Motivate, and Our Students Succeed
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Sharaz R. Scofield, Assistant Principal
Assistant Principal

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PARENT INVOLVEMENT POLICY (PIP)

Brooklyn High School for Law and Technology will take the following actions to involve parents in the joint development of its school wide parental involvement plan:

Parents will be provided with current information regarding their child's academic progress through the year. All communications will be available in the students/parents home language.

Notice of parent teacher conferences will be sent in a timely fashion, giving parents ample notice to attend the afternoon or evening sessions.

Notify parents and caregivers of both the Parent's Association meetings and School Leadership Team progress throughout the year. Emphasizing the opportunities that are open to all parents and caregivers to participate in the school will maximize the number of people involved.

Brooklyn High School for Law and Technology will take the following actions to involve parents in the process of school review and improvement:

Have available in the Parents Resource room information regarding the No Child Left Behind Federal program and their rights as a parent or caregiver of a student.

Make available all materials for parents and caregivers to make an informed decision based on their students needs.

Invite parents and caregivers to meaningfully participate in the future of the school as members of the Parent's Association. Highlight ways that participating can shape the path a student's education takes.

Brooklyn High School for Law and Technology will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

a. Brooklyn High School for Law and Technology will host Parent/Caregiver Workshops throughout the school year. These workshops will address topics that affect a wide range of families, and will correspond to a need that a majority of the parent body identifies at the first Parent's Association meeting of the year.

b. The Title I representative will provide all eligible members with information about the program early in the school year. The representative will help the parents and caregivers decide as a group the best way to allocate the funds set aside in the program for parent enrichment.

Brooklyn High School for Law and Technology 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 schools. 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 about 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.

a. Make available at all Parent Association meetings and parent teacher conferences an interpreter for any parent or caregiver that makes the request.

Brooklyn High School for Law and Technology will build school and parent 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, with the assistance of its Title I, Part A schools, 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 Part A,
- how to monitor their child's progress, and
- how to work with educators:

B. The school 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:

C. The school will educate its teachers, pupil services personnel, 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 in how to implement and coordinate parent programs and build ties between parents and schools, by hosting parent workshops by school and outside agencies.

D. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs such as parent resource centers that encourage and support parents in more fully participating in the education of their children, by outreach coordinated by guidance personnel.

E. The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to the parents of 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: Mailing information home, sending it with students, and also notifying parents by telephone.

Brooklyn High School for Law and Technology encourages parental involvement by offering participation through committees, functions and workshops. Parents have the right to meet with any member of the school community with an advocate, with the understanding that their concerns will have to be prioritized along with the needs of the school at large. Feedback from parents is welcomed from attendance of committee meetings, workshops and parent surveys.

PARENT – SCHOOL COMPACT

The Parent – School Compact will be distributed to all parents in the orientation package. The parent-school compact addresses the responsibilities of all members of the school community in improving the achievement of all of our students.

This compact addresses the responsibilities of all members of the school community in improving the achievement of all of our students including high school students, special education students, and ELL students.

The school is responsible to provide high quality curriculum and instruction. This will be accomplished in part through:

1. Acquisition and distribution to all teachers of curriculum guides, classroom materials, spring testing results, item skills analysis, and ongoing updates of any pertinent data received at the school level to enhance teaching.
2. Fall conferences with all teachers to set their professional pedagogical goals.
3. Regular clinical observations of teachers including pre- observation and post- observation conferences and the allocation of additional support for any teachers who need it.
4. Opportunities for staff development for all teachers so that they can keep abreast of any development in their curriculum areas.
5. Use of Title I staff development funds to bring the entire staff to a comparable level of competency in the use of advisory for character education, conflict resolution, and goal setting; in the use of research based instructional methodologies to increase opportunities for active participation and rate and level of comprehension; in the use of data to drive improved student outcomes.
6. Allocation of Title I per session hours for before and after school outlined Academic Intervention services for students in need of support.
7. Allocation of Title I funds for approved DOE vendors to provide physical education a minimum of 3 times per week.
8. Allocation of Title I funds for test prep materials.
9. Allocation of Special Education monies to hire special education teachers to provide the services required by individual students with IEPs.

The school is further responsible to address the importance of communication between teachers and parents. This will be accomplished in part through:

1. Fall curriculum nights by grade levels and to insure teacher participation by per session allocation of Title I funds.
2. Active participation of parents in the Parents Association and School Leadership Team meetings.
3. Each marking period student alert notices, plan of action to resolve the issues for students experiencing difficulties.
4. Parent sponsored parent needs assessment.
5. Regular updating of the school website, bulletins, phone master, parent handbook and notices home from the administration with parent information.
6. Regularly updated student contact information.
7. Workshops for parents on Brooklyn High School for Law and Technology graduation requirements, i.e. Portfolio, ELA, Regents, academic standards, student attendance, college processes and procedures, health and other workshops acquired through parents surveys.
8. To provide parents with the NYC Department of Education statement of Parents Bill of Rights and Responsibilities.
9. Parent Weekly Newsletter mailed home every month to inform parents of school policies, programs and activities geared towards improving student academic opportunities at Brooklyn High School for Law and Technology.

We further seek to promote parent responsibility for supporting their children's learning. To this end, the Parents/ Guardians of our students agree:

1. To work with his/her children to improve punctuality, attendance, homework, and study habits and to respond to regular communications home on the part of individual teachers and the administration.
2. To read with their children the NYC Department of Education statement of students rights and responsibilities and to support the school Discipline Code.
3. To become involved through elected parent liaison representatives in developing, evaluating, and revisiting the school-parent involvement policy and to respond to calls to serve on a variety of PA committees.
4. To communicate and cooperate with the school on issues of health and safety.
5. To respond to the PA needs assessment, which addresses the type of training they need to become more effective in assisting their children in the educational process and to attend PA forums on helping students to be successful.
6. To attend Guidance/teacher intervention meetings for struggling students. □
7. To support school representation on the Title 1, Community Education District Council, and the Chancellor's Advisory Councils.
8. To share the responsibility for improving student achievement. To read and support teacher dissemination of course outlines and grading policies to assist parents in monitoring student progress.
9. To attend parent forums, educational conferences, and school workshops designed to bring in parents as partners in the lives of the students and to join in school celebrations for student successes.
10. To attend regular meetings for 11th and 12th grade parents with the College Counselor and opportunities for attendance at college fairs.

**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 Yuet Chu	District 16	Borough Brooklyn	School Number 498
School Name Brooklyn High School for Law and Technol			

B. Language Allocation Policy Team Composition [?](#)

Principal Michael Prayor	Assistant Principal Dudridge Brenord
Coach Sharaz Scofield	Coach type here
ESL Teacher Kim Essex	Guidance Counselor Immacula Berrouet
Teacher/Subject Area Criag Knight/English	Parent
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider	Other type here
Network Leader Yuet Chu	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	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	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	0	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	406	Total Number of ELLs	19	ELLs as share of total student population (%)	4.68%
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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. All students are given the Home Language Identification Survey. The survey is included in our first day take home packet. The testing coordinator and ESL teacher assesses spoken English proficiency via interviews with students from out- of-state/country. All new students are administered the LAB-R by the first week of admission into Brooklyn High School for Law and Technology. Results are reported and their individual program designed. If the student is identified as needing ESL and related services, it is programmed into their schedule. Our testing coordinator administers all testing such as LAB-R and NYSESLAT.
2. Parents are given a packet of information about our ESL services. In September, all parents of new and returning students are given information in their "Parent Orientation Manual". All parents are met with individually to discuss the school's programs as well as their student's individual support. We have one ESL teacher to support ESL instruction. LHis does not have a bilingual or transitional program.
3. All forms and letters are collected by the Guidance Counselor. Guidance Counselors are responsible for all parent communication. Our ELLs (particularly new 9th graders) have separate parent meetings to complete and return all the required forms.
4. Parents and students identified as needing additional ESL services such as (extension of services) meet with the Principal and programmer of the school. The meeting discusses programs we offer as well as additional classes students will have. Our meetings include translators in Spanish to help parents and students understand our programs.
5. All parents request ESL services for students identified as needing language support. We have about 5 - 7 families every year who are identified as needing additional language services and for the past two years, our surveys show that parents request their students to be prepared to pass the English Regents with additional language support.
6. The Law and Tech ESL program is fully aligned with parent requests and expectations.

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
Page 19

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input 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													0	0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	19	Newcomers (ELLs receiving service 0-3 years)	11	Special Education	8
SIFE	1	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	4

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	11	1	2	4	0	3	4	0	3		19
Total	11	1	2	4	0	3	4	0	3		19

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

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
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	
	EL L	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								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	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										2	4	5	1	12
Chinese														0
Russian														0
Bengali										1				1
Urdu														0
Arabic										1	1			2
Haitian										2	2			4
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	6	7	5	1	19								

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?

Brooklyn High School for Law and Technology Justice meets the needs of our English Language Learners in a variety of ways. We provide instruction via a combination of individual English as a Second Language classes, individualized tutoring throughout the school day, and after school programs. All students identified as English Language Learners (ELL) are programmed for ESL based on Home Language Identification Survey (HLIS), as well as their most recent NYSESLAT scores. In terms of our exit criteria, all ELL students are tested annually with the New York State English as a Second Language Assessment Test (NYSESLAT) to determine continued eligibility. We currently have 1 students labeled as Beginner. Our current Ells students are labeled Intermediate and Advanced. The students who are Advanced receive only one period of ESL and another period of ELA. This year we have a total of three classes for our ESL population. All classes at Acorn High School for Social Justice are taught using the Teachers College Workshop Model. A number of instructional strategies will be used to teach ELL students. Our ESL population is introduced to instructional strategies that are skill based. Teachers will continue to employ scaffolded reading and writing activities to provide support for learning, including differentiated instruction, grouping, writing process, and peer tutoring. Students begin the class with a mini lesson that is designed to teach a specific skill. They are then asked to practice the skill individually or with a group. Student reading is enhanced through the use of Balanced Literacy: read alouds, intensive guided reading, guided comprehension reading, Literacy Centers and Independent Reading. Classroom libraries contain literature of various levels, and genres that reflect the cultures of the students in the class. Students are held accountable for their Independent Reading by keeping learning logs and journals, use of graphic organizers, teacher-student conferences, meta-cognitive reflection, language mechanics and vocabulary enrichment taught in context. Writing is improved through teacher modeling and individualized assistance based on need. The teacher works with groups during independent practice and consistently monitors the success of the students. Students tackle real life social issues through project based learning.

Content area needs are addressed through interdisciplinary projects and work with content area teachers on areas of concern. Content area material is integrated into the ESL curriculum in order to assist the students with success in their content area courses. Students are also preparing for the ELA exam that many will take at the end of next year. Students are introduced to test taking strategies that will help them improve their writing specifically for this exam. We are currently offering Regents preparation tutoring during after school programs for all ELLs identified as needing the extra support. The Freestanding ESL program does not use a particular text, using literacy instruction as an element within the framework of America's choice Workshop model. This includes the use of high interest/low interest texts. The exception to this pattern is where materials are used to familiarize students with the State assessments, including

~Attanasio and Associates Getting Ready for the New NYSELAT

~New York State Coach:ELA

~New york State Coach: Mathematics

The following instructional components of ESL will have the required time frame and duration:

Beginners	Intermediate	Advanced
540 minutes	360 minutes	180 minutes of ESL and ELA
2 periods of ESL		

A. Programming and Scheduling Information

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, will help LEP students attain English proficiency while meeting State academic achievement standards. Acorn High School for Social Justice meets the needs of our English Language Learners in a variety of ways. We provide instruction via a combination of individual English as a Second Language classes, individualized tutoring throughout the school day, and after school programs. At Acorn High School for Social Justice we are committed to helping our ELLs achieve success. The following programs have been designed to ensure that our students pass the set graduation requirements:

- 6 weeks Regents Preparation Intensive Academy that will begin in December and end in January 2008 where in the students will receive intensive preparation for the English, Science, Social Studies, and Math Regents. 4 Major Subject Teachers, and 1 ESL
1. Instruction is delivered as an additional period of English. A period of ESL (during small group instruction) with the ESL teacher five days a week. Each student is scheduled into an ESL. English class in the 9th grade is split in half by ability and these classes reinforce expository writing and language acquisition skills. Students are homogeneously mixed in their ESL classes but heterogeneously mixed in English classes.
 2. All our students receive a minimum of 420 minutes of direct ESL instruction per week. Each English period totals 42 minutes every day and ESL is 42 minutes daily.
 3. All content area is delivered in English with native language support. Regents examinations are also administered in their choice of language. Most take the exam in English but have the native language copy as a resource. Instructional supports are focused on English reinforcement and enrichment. Content specific skills and understandings are given in English with instructions and additional support given in their native language.
 4. ELLs are evaluated by our ESL teacher who functions as our testing coordinator.
 5. SIFEs (Students with Interrupted Formal Education) receive Basic ESL instruction and are scheduled for the workshop model of instruction class, which assists them with decoding and encoding. In addition, the Fountas and Pinnell Assessment system is utilized to offer targeted reading materials at students' specific decile level. In addition, students can utilize the Plato programs to accumulate credits.
 - ELLs in US schools with less than three years' proficiency levels were evaluated with the Pearson Predictive Periodic Assessment. The Rosetta Stone program is added to the instruction of Basic ESL students. This accelerates and adapts to individual students' language skills. Achieve 3000 program has been added to support ESL instruction for Intermediate ESL learners to build reading comprehension and thinking skills. It also builds vocabulary by differentiating based on how students answer the questions. The following licensed ESL Teacher,
 - ELLs receiving service 4 to 6 years are given additional support in the form of tutoring and credit bearing after school classes in ESL, Regents Preparation and Native Language Arts instruction.
 6. To accelerate English language development and ensure access to academic content areas for ELLS-SWDs, our team currently implements the following instructional strategies:

Instruction is explicit and systematic

Provide multiple opportunities for practice

Maximizes student engagement

Increase text time on text/Increase time on task

Use wait time on a consistent basis

Establish a set of routine of activities so that students can make sense of what is happening.

Model skills and strategies during lessons

Lesson objectives are clear

Make relationships among concepts overt

- Emphasize distinctive features of new concepts

Use of flexible grouping

Provide immediate, corrective, explicit feedback

A. Programming and Scheduling Information

Provide scaffolds in how to use strategies, skills and concepts
 Teachers adjust own use of language to make concepts comprehensible

7. Differentiated instructional methods include the use of small groups and cooperative learning (with occasional one-on-one instruction)

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%				
	Dual Language			
100%				
75%				
50%				
25%				
	Freestanding ESL			
100%				
75%				
50%				
25%				
TIME	BEGINNERS	INTERMEDIATE	ADVANCED	

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

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

8. After school classes and tutoring in ESL, ELA, Math, Regents Preparation, Science and Social Studies are offered to support the transition of ELLs. Bilingual dictionaries and visuals are used in content area classes to support content comprehension and mastery. A native language arts class, taught in Spanish, helps build student literacy skills eventually leading to transfer of skills. Ms. Essex offers basic and intermediate ESL tutoring on Mondays and Wednesdays from 3:00 - 4:00 p.m. as well as teaches a Native Language Arts class every school day from 8:00 a.m. to 10:30 a.m.; Ms. Essex offers English Regents Preparation tutoring from 3:00 - 4:00 p.m. on Tuesdays and Thursdays, and ESL tutoring.

9. After school classes and tutoring in ESL, ELA, Math, Regents Prep, Science and Social Studies are offered to support the transition of ELLs. Moreover, former ELLs are permitted to have testing accommodations for up to two years after testing out on the NYSESLAT.

10. The Achieve 3000 reading program has been expanded. ESL and ELA teachers have been trained. The school has also introduced the

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. After school classes and tutoring in ESL, ELA, Math, Regents Preparation, Science and Social Studies are offered to support the transition of ELLs. Bilingual dictionaries and visuals are used in content area classes to support content comprehension and mastery. A native language

arts class, taught in Spanish, helps build student literacy skills eventually leading to transfer of skills. Ms. Essex offers basic and intermediate ESL tutoring on Mondays and Wednesdays from 3:00 - 4:00 p.m. as well as teaches a Native Language Arts class every school day from 8:00 a.m. to 10:30 a.m.; Ms. Essex offers English Regents Preparation tutoring from 3:00 - 4:00 p.m. on Tuesdays and Thursdays, and ESL tutoring.

9. After school classes and tutoring in ESL, ELA, Math, Regents Prep, Science and Social Studies are offered to support the transition of ELLs. Moreover, former ELLs are permitted to have testing accommodations for up to two years after testing out on the NYSESLAT.

10. The Achieve 3000 reading program has been expanded. ESL and ELA teachers have been trained. The school has also introduced the Plato program. The Assistant Principal of Organization is working on proposals to receive grants to purchase additional resources for ELLs.

11. The school does not plan to discontinue any of the programs it currently offers ELLs.

12. ELLs participate in all extra-curricular activities and are members of all school clubs.

13. Every ELA, ESL and Social Studies classroom is equipped with a classroom-leveled library. Each classroom has a smartboard for ELA teachers to help with visualization and reading, as well as laptops equipped with language acquisition and acceleration programs to be used in ESL classes.

14. Bilingual dictionaries, picture books, projectors and other visual aids are used. Native language Arts classes are offered to ELLs.

15. All ELLs are offered standard-based instruction according to their age and grade level. Regents skills classes for Regents exams required in the 9th, 10th and 11th grades are offered to the entire student body including ELLs. The college advisor schedules ELLs for PSAT and SAT tests, offers advice and assists them with the completion of college applications and applications for student aid and loans.

16. In June, an orientation is offered for incoming ELLs and their parents. The school hosts a FUN DAY for freshmen during which ELLs and their parents receive school information. The Principal addresses ELLs during an assembly in which required testing, graduation requirements, and ELLs' right to extended time during testing are emphasized.

17. ELLs participate in College Now, Honors and Advanced Placement English classes.

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

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

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

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.

Throughout the 2011 - 2012 school year, our ESI teacher will received professional development in effective ESI instructional practices in-house and outside the school building courtesy of CFN 103. Similar PD opportunities will be accessible to general education teachers as well. Through horizontal and vertical lesson planning collaboration, teachers will have the opprtunity to share best common practices-to best serve our ESI populations. The 7.5 hours of professional development offered to all staff includes differentiated instruction, use of technology in the classroom, behavior management, Wilson reading, utilizing data sources effectively, and effective uss of manipulatives in the classroom. Staff development began in September 2011. The ESL teacher will provide the training for all classroom and special education teachers. The topics to be covered are as follows:

- a. ESL Methodologies and how to use them in mainstream classroom
- b. Content Area Instruction and ELLs
- c. LAP policy
- d. ELL promotional criteria
- e. Chancellor's Regulations A-663
- f. ESL Standards and Language Allocation Policy
- g. ELL students and testing accommodations
- h. ESL teaching strategies for classroom teacher
- i. Translation and Interpretation Services for parents of ELL students

The topics chosen will help classroom teachers address the needs of ELL students in their classrooms. The ELL teacher will attend PD presented by the ELL Instructional Specialist.

V. Support services provided to LEP students:

There are the following additional services provided to our ELL students throughout the school year:

- Reading Volunteers
- AIS services in Literacy and Math
- Independent Investigation Method - an enrichment program utilized once a week for grades K- 5.
- Great Leaps Program used by trained paraprofessionals with targeted students in math and literacy during the school day
- Test taking skills- an after school enrichment program

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)
parents? 100%	
3 How do you evaluate the needs of the pa 75%	
4 How much of the instructional day are EPs and ELLs integrated? 50%	

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?

Parents are encouraged to be active members of our school community. School staff (Deans, Guidance Counselors, Attendance Teachers, School Aides) are in constant contact with our parents through phone calls, letters, and in 1:1 conferences. Through the year, parents have countless opportunities to be involved in our school through afterschool volunteer activities, and in the parent teachers association. Our school access the needs of our parents both formally and informally-conflict model to measure needs, conference with students, and through the use of enrollment forms. The school utilizes the use of it's social worker to develop the social history of students at-risk and then assign resources to families as needed.

For non English speaking parents, oral interpretation services is provided for the following events:

- a. Parent Teacher Conferences
- b. ELL Parent Orientation
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- d. IEP conferences
- e. PTA Meetings
- f. Parent Workshops

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. After school classes and tutoring in ESL, ELA, Math, Regents Preparation, Science and Social Studies are offered to support the transition of ELLs. Bilingual dictionaries and visuals are used in content area classes to support content comprehension and mastery. A native language arts class, taught in Spanish, helps build student literacy skills eventually leading to transfer of skills. Ms. Essex offers basic and intermediate ESL tutoring on Mondays and Wednesdays from 3:00 - 4:00 p.m. as well as teaches a Native Language Arts class every school day from 8:00 a.m. to 10:30 a.m.; Ms. Essex offers English Regents Preparation tutoring from 3:00 - 4:00 p.m. on Tuesdays and Thursdays, and ESL tutoring.

9. After school classes and tutoring in ESL, ELA, Math, Regents Prep, Science and Social Studies are offered to support the transition of ELLs. Moreover, former ELLs are permitted to have testing accomodations for up to two years after testing out on the NYSESLAT.

10. The Achieve 3000 reading program has been expanded. ESL and ELA teachers have been trained. The school has also introduced the Plato program. The Assistant Principal of Organization is working on proposals to receive grants to purchase additional resources for ELLs.

11. The school does not plan to discontinue any of the programs it currently offers ELLs.

12. ELLs participate in all extra-curricular activities and are members of all school clubs.

B. Programming and Scheduling Information--Continued

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11. The school does not plan to discontinue any of the programs it currently offers ELLs.

12. ELLs participate in all extra-curricular activities and are members of all school clubs.

13. Every ELA, ESL and Social Studies classroom is equipped with a classroom-leveled library. Each classroom has a smartboard for ELA teachers to help with visualization and reading, as well as laptops equipped with language acquisition and acceleration programs to be used in ESL classes.

14. Bilingual dictionaries, picture books, projectors and other visual aids are used. Native language Arts classes are offered to ELLs.

15. All ELLs are offered standard-based instruction according to their age and grade level. Regents skills classes for Regents exams required in the 9th, 10th and 11th grades are offered to the entire student body including ELLs. The college advisor schedules ELLs for PSAT and SAT tests, offers advice and assists them with the completion of college applications and applications for student aid and loans.

16. In June, an orientation is offered for incoming ELLs and their parents. The school hosts a FUN DAY for freshmen during which ELLs and their parents receive school information. The Principal addresses ELLs during an assembly in which required testing, graduation requirements, and ELLs' right to extended time during testing are emphasized.

17. ELLs participate in College Now, Honors and Advanced Placement English classes.

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.

Throughout the 2011 - 2012 school year, our ESI teacher will receive professional development in effective ESI instructional practices in-house and outside the school building courtesy of CFN 103. Similar PD opportunities will be accessible to general education teachers as well. Through horizontal and vertical lesson planning collaboration, teachers will have the opportunity to share best common practices to best serve our ESI populations. The 7.5 hours of professional development offered to all staff includes differentiated instruction, use of technology in the classroom, behavior management, Wilson reading, utilizing data sources effectively, and effective use of manipulatives in the classroom. Staff development began in September 2011. The ESL teacher will provide the training for all classroom and special education teachers. The topics to be covered are as follows:

- a. ESL Methodologies and how to use them in mainstream classroom
- b. Content Area Instruction and ELLs
- c. LAP policy
- d. ELL promotional criteria
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The topics chosen will help classroom teachers address the needs of ELL students in their classrooms. The ELL teacher will attend PD presented by the ELL Instructional Specialist.

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There are the following additional services provided to our ELL students throughout the school year:

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- Independent Investigation Method - an enrichment program utilized once a week for grades K- 5.
- Great Leaps Program used by trained paraprofessionals with targeted students in math and literacy during the school day
- Test taking skills- an after school enrichment program

6. Describe how you evaluate the success of your programs for ELLs.

The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. ELLs who are in the beginning level are mostly new comers.

After review the NYSESLAT data, the patterns reveal were:

- Speaking is in line with general abilities for the majority of the intermediated and advanced students. It is the Reading and Writing skills that are holding our students back from the proficiency level. This is especially the case in the ELLs who are on the advanced level.
- After looking at the LTE scores by modalities, it was prevalent that the reading and writing scores tend to fluctuate causing them to remain on the advanced level

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.

- j1. The school uses a number of assessment tools to assess the early literacy skills of ELLs, such as Fountas and Pinnell and ELL Periodic Assessments to gauge the needs and levels of language acquisition. This allows us to offer more small-group and differentiated learning activities.
2. The data patterns on the NYSESLAT and LAB-R reveal that most of our students in grades 9, 10, and 11 score on the Intermediate level, and with the exception of grade 10, most students steadily progress to the Advanced level as they reach grade 12. The number of students who score at the Beginner level steadily decrease as they progress through high school. Moreover, by grade 10 and 11, many of our students have progressed to the Intermediate level. The NYSESLAT Modality Analysis indicates that most of our students score at the Intermediate or Advanced Levels in listening and speaking across all grades, and score at the Intermediate level in Reading and Writing in grades 9, 10, and 11.
3. Patterns across the NYSESLAT modalities reveal that many of our students struggle with the reading and writing tasks on the exam, as evidenced by the fact that the majority of students scored at the Beginner or Intermediate levels on these modalities, while the majority of students scored at the Intermediate and Advanced levels on the listening and speaking sections of the test. As a result of this analysis, we are offering a variety of instructional supports to students: more emphasis on reading and responding to texts via the use of reading response and writing response journals; one-to-one targeted reading and writing conferences with teachers; the use of a daily oral language activity in all English and ESL classrooms to build grammar and usage skills; focusing on informational texts relevant to students' lives and interests; a daily silent, sustained independent reading activity (SSR) from independent reading materials; explicit instruction in the habits of proficient readers in regular classroom discourse such as finding the main idea, understanding how to use supporting details, finding textual evidence to support a claim, and understanding the use of rhetorical elements such as tone, purpose, audience, as well as recognizing how authors use literary elements to develop themes and motifs in works of literature. All of these activities, plus constant feedback, monitoring and revising of student work is yielding positive results as more and more students are progressing to the Advanced level by grade 12.
4.
 - a) ELLs, especially newcomers, generally perform better on tests taken in the native language than in English. However, SIFE students do no better on tests in native languages than on tests in English.
 - b) School leadership and teachers regularly meet during common planning time to analyze data and evaluate student results on different assessments, such as the ELL Periodic Assessments. Based on this analysis, they revise the curriculum maps to focus more on skills that need to be developed and to incorporate these skills in the daily instruction, as well as developing a plan to address these deficiencies through writing activities. After reteaching and reviewing areas of deficiency, students are again given an assessment and an item analysis is conducted by the ESL team to determine next steps.
 - c) The school is learning how to tackle the needs of our ELLs through periodic assessments as well as common instructional strategies across all disciplines that can be adapted by teachers of different subjects to improve student outcomes, such as building academic and domain specific vocabulary, annotating text, finding key details and paraphrasing and summarizing key concepts.
5. The school does not have a dual language program.
6. We evaluate the success of our programs for ELLs by constantly monitoring and revising, triangulating data from multiple sources to discover trends and patterns in student performance, and making necessary adjustments in curriculum, instruction, and programming to address student needs. We use a number of assessment tools to assess the early literacy skills of ELLs, such as Fountas and Pinnell, along with research-based ELL Periodic Assessments.

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.)
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Throughout the 2011 - 2012 school year, our ESI teacher will received professional development in effective ESI instructional practices in-house and outside the school building courtesy of CFN 103. Similar PD opportunities will be accessible to general education teachers as well. The school's professional development plan will be the most significant component of the school's professional development plan.

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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?

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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)										3	0	1	0	4
Intermediate(I)										2	4	3	1	10
Advanced (A)										1	3	1	0	5
Total	0	0	0	0	0	0	0	0	0	6	7	5	1	19

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										2	0	0	0
	I										0	0	1	0
	A										2	3	1	1
	P										1	4	3	0
READING/ WRITING	B										1	0	1	0
	I										2	4	3	1

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A										1	3	1	0
	P										1	0	0	0

NYS ELA

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra			5	
Geometry				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment			3	
Physics				
Global History and Geography				
US History and Government			1	
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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.

The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. ELLs who are in the beginning level are mostly new comers.

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School Name: BK Law and Tech**School DBN: 16K498**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Michael Prayor	Principal		11/29/11
Dudridge Brenord	Assistant Principal		11/29/11
n/a	Parent Coordinator		
Kim Essex	ESL Teacher		11/29/11
Leslie Artist	Parent		11/29/11
Craig Knight	Teacher/Subject Area		11/29/11
Sanatha Alexis	Teacher/Subject Area		11/29/11
Sharaz Scofield	Coach		11/29/11
	Coach		
Berrouet	Guidance Counselor		11/29/11
Yuet Chu	Network Leader		11/29/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 16K498 **School Name:** Brooklyn High School for Law and Te

Cluster: 01 **Network:** 103

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.

We utilize Skedula data system, ATS parent preferred language report, and the blue card to identify the parents and guardians of students requiring written translation and oral interpretation. Twice per term we survey parents in their native language to determine the efficiency and need for translations. Live calls are made to the homes of absent students and feedback from live communication help us assess or update or need to communicate with certain parents in a language other than English. Two teachers at our school who are licensed teachers in Spanish translate any document which is sent out to the parents of students who don't speak or read English. Whenever there is a parent meeting, a teacher who is fluent in Spanish is present to translate. One of our guidance counselors is fluent in French and French Creole and provide professional translation services as needed. Any outreach made via telephone is done in Spanish or French as determined by the home language survey and the parent preferred language report. One to one meetings with parents who need translation services will be provided.

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.

Brooklyn High School for Law and Technology has a very effective system for communicating with the families of students who don't speak English. As well as having professional Spanish, French, and French Creole translators, we utilize language services and resources offered by the Translation and Interpretation Unit from the New York City Department of Education- email: translations@schools.nyc.gov or we call 718-752-7373. The availability of these resources are reported to the school community by e-mail, by news letter, through parent-teacher conferences, and by word of mouth (when a non English speaking parent randomly comes to the school to address a concern (s)).

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.

As well as having professional Spanish, French, and French Creole translators, we utilize language services and resources offered by the Translation and Interpretation Unit from the New York City Department of Education- email: translations@schools.nyc.gov or we call 718-752-7373. To ensure timely provision of translated documents to parents determined to be in need of language assistance services, we also use already translated forms and documents provided by the New York City Department of Education. Forms and documents generated by the school exist in various languages to be readily available for parents and guardians who don't speak English.

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-house staff and credible parent volunteers will provide translation services at all meetings with parents (PTA, SLT, discipline conferences, counseling conferences, random) who don't speak English. All written communication sent to parents in English will be translated into Spanish, French Creole, Arabic, and Bengali as needed.

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>.

To fulfill Section VII of Chancellor's regulation A-663, 16k498 will continue to: (A) provide each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services (in English and parent preferred language-parent specific) (B) post in a conspicuous location at or near the primary entrance to such school a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. In our case by readily available school staff (C) In cases of emergencies, our translation staff will serve as interpreters to communicate vital information between Administration and parents. (D) Our school's website provide information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.