



**Department of
Education**

Dennis M. Walcott, Chancellor



**2012-2013
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**BROOKLYN TECHNICAL HIGH SCHOOL
13K430**

**RANDY J. ASHER, PRINCIPAL
RASHER@SCHOOLS.NYC.GOV**

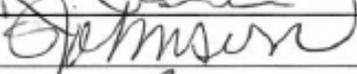
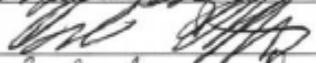
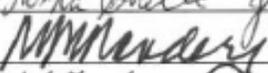
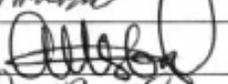
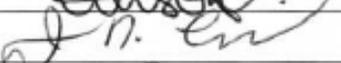
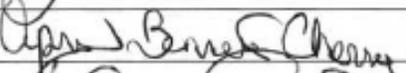
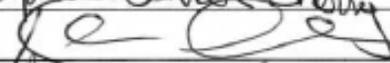
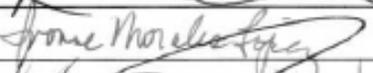
KAREN WATTS, SUPERINTENDENT

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
R. Asher	*Principal	
E. Johnson	*UFT Chapter Leader	
M. Morgan	* PTA President	
P. Hoftzyer	Member/CSA	
S. Estrella-Jones	Student Representative	
M. Mandery	CBO Representative	
A. Mahmud	Student Representative	
A. Visbal	Member/UFT	
J. Connell	Member/UFT	
A. Bennett-Cherry	Member/PTA	
K. Cera	Member/PTA (Chairperson)	
I. Morales-Lopez	Member/PTA	
S. Panitz	Member/PTA	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

- To implement two units of Common Core Aligned Instruction in Mathematics, English Language Arts, Social Studies, Science, Languages Other Than English, and Career & Technical Education.

Comprehensive needs assessment

- The 2012-2013 Citywide Instructional Expectations mandate the two units of instruction and the results of our most recent Learning Environment Survey indicated that we have the lowest Academic Expectations amongst our peer group of schools.
- Achievement of this goal would increase consistency across classrooms and improve alignment to standardized testing expectations.

Instructional strategies/activities

- Department Meetings, Faculty Conferences, full day Professional Development days, and Common Planning via C-6R will be coordinated for teachers to plan, implement, and evaluate student work in Common Core aligned units of study.
- The use of per session and retired consultants to lead the creation of the two units of study.

Strategies to increase parental involvement

- Revised curricula and Common Core aligned units of study will be posted on the school website. Links to the documents will be embedded in the PTA newsletter (TechTalk) as well as the student newspaper (The Survey). Presentation of select units at a PTA meeting.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- OTPS per session funds will be allocated for Instructional Lead Teachers to work after school to compile unit plans via SAM #52
- Tax Levy funding will support a Math Instructional Coach, a Biology Coordinator & a Physics Coordinator as compensatory time positions, and VATEA will provide supplemental funding to align CTE courses with the Common Core and the expectations of both Higher Academia and Industry.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- To implement Danielson Framework Competency 3E (Questioning Technique) for 100% of the faculty to develop individualized professional development plans and increase familiarity with the framework.

Comprehensive needs assessment

- Questioning technique has direct impact on academic rigor and student engagement – two areas that our most recent [Learning Environment Survey](#) indicates we must improve.

Instructional strategies/activities

- The use of frequent, informal observations to provide anecdotal feedback for reflection
- The cabinet will perform walkthroughs and group observations
- Professional Development resources will be posted on the school website for asynchronous use by faculty members
- Instructional faculty will have an active role in completing the individualized professional development plan
- Heavy emphasis during the late Fall and early Spring term

Strategies to increase parental involvement

- The SLT will communicate the shift in questioning technique and emphasis on deeper rigor to the parents via [TechTalk](#).
- A presentation will be made to the students and PTA regarding the emphasis on increasing the rigor of questioning.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Little to no cost to implement

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

- **Expand and improve Student Services through Guidance Related Services & Collegiate Partnerships:**
 - **Reduce the Guidance Counselor to Student ratio from 280:1 to 225:1**
 - **Improve Special Education services by hiring additional specialized personnel including a school psychologist and a school social worker.**
 - **Negotiate College Articulation agreements to grant credit for advanced academic work completed at Brooklyn Technical HS (beyond Advanced Placement)**

Comprehensive needs assessment

- **Feedback from students, parents, and guidance personnel indicate that we must improve our services based on comparison with our peer group schools.**

Instructional strategies/activities

- **Hiring of additional faculty**
- **Establishment of a task force for each major and/or subject area to plan and negotiate each articulation agreement.**

Strategies to increase parental involvement

- **Parents will serve on the College Partnership Task Force based on relationships at specific institutions.**
- **Parents will be informed via TechTalk.**

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Brooklyn Tech Alumni Foundation and Brooklyn Tech Parents Association resources will be applied to negotiating the College Partnerships.

Service and program coordination

- **Additional faculty hired including two new counselors, one psychologist, and one social worker.**
- **Use of VATEA grant funds to support partnership agreements with colleges and universities.**

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

- **Develop and implement a middle school outreach program to inform potential students and their parents about the programs offered at Brooklyn Technical High School.**

Comprehensive needs assessment - Based on our hosting and participation in the NYCDOE High School Fair and Citywide workshops:

- many students and parents are unaware of the specialized high school admissions process and preparation required to earn a seat in a specialized school.
- students and parents may be unaware of the benefits of attending a specialized STEM (Science, Technology, Engineering, & Mathematics) school.
- students and parents may be unaware of the benefits of attending a large specialized high school with a diverse population.

Instructional strategies/activities - Brooklyn Tech will develop an outreach plan to encourage underrepresented middle schools to:

- explore the many unique majors and courses that distinguish Tech from our peer schools
- communicate the ample opportunities available at large schools including teams, clubs, and academic course offerings
- interact with our Alumni Ambassadors and current students
- participate in our National Grid STEM Pipeline program

Strategies to increase parental involvement

- We will engage Tech Alumni parents in the outreach efforts.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

The Brooklyn Tech Alumni Foundation and Brooklyn Tech Parent Teacher Association will provide supplemental resources.

Service and program coordination

- **Use of Alumni Foundation volunteers to create Alumni Ambassadors Corps**
- **\$300,000 grant from National Grid to Brooklyn Tech Alumni Foundation to underwrite STEM Pipeline project.**

ANNUAL GOAL #5 AND ACTION PLAN

Annual Goal #5

- To increase parent engagement by 15% at PTA meetings, by 50% participation on the Learning Environment Survey, and by the number of contributors to the annual fundraising campaign.

Comprehensive needs assessment

- The Learning Environment Survey indicated a parent participation rate of 6%. Our PTA attendance has hovered around 50 people and the number of contributions has been proportionally consistent for the last three years.

Instructional strategies/activities

- Explore options to web stream PTA meetings and other school functions to increase engagement by those unable to attend.
- Record meetings and school functions for asynchronous access via the school website.
- A task force, spearheaded by the AP for Student & Parent Engagement, will focus on parent participation via the Learning Environment Survey.
- Facilitate a large scale event to engage parents in a fundraising effort such as a concert.
- Develop a program to engage parental volunteers during the school day.

Strategies to increase parental involvement

- See above.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

The Brooklyn Tech Alumni Foundation and Brooklyn Tech Parent Teacher Association will provide supplemental resources.

Service and program coordination

- The AP of Student & Parent Engagement will facilitate the work as part of the assigned duties and responsibilities at no additional expense.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Review of problem areas	<i>Small Group Tutoring</i>	Before, during, and after
Mathematics	Review of problem areas	<i>Small Group Tutoring</i>	Before, during, and after
Science	Review of problem areas	<i>Small Group Tutoring</i>	Before, during, and after
Social Studies	Review of problem areas	<i>Small Group Tutoring</i>	Before, during, and after
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Individual Counseling, Group Therapy	1:1, small group, as needed	Before, during, and after

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Most teachers hired as HQ teachers with credentials in multiple license areas to provided programming flexibility. Professional Development options posted and published with support provided individually. No major issues with appropriate staffing.

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Charles Amundsen	District 13	Borough Brooklyn	School Number 430
School Name Brooklyn Technical High School			

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

Principal Randy Asher	Assistant Principal John Arias
Coach Kimberly Henry	Coach type here
ESL Teacher Li trotter	Guidance Counselor Ms. Ming, Ms. Blain,
Teacher/Subject Area Mr. Williams - English	Parent Carrie Ho and Elliot Greene
Teacher/Subject Area Mr. Barclay- Physics	Parent Coordinator Ms. Suet Mei Chan
Related Service Provider Monti-Wohlpert, Timothy	Other type here
Network Leader Jie Zhang	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	23
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	5370	Total Number of ELLs	1	ELLs as share of total student population (%)	0.02%
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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. 

Our ELLs are identified through RLER, RLAT, RFLG, and RHSP reports on ATS. The person responsible for the ELL process is Mr. John Arias, A.P. World Languages/ESL. An exam history is done to review and see what exams have been taken by the incoming students to determine their ESL placement, e.g. (LAB-R and or NYSESLAT). If no exam has been taken and no Home Language is indicated, Mr. Arias starts by providing the Home Language Identification Survey, the LAB-R exam if necessary, interviewing the parents, explaining the ESL program we have available, followed by placement of the student based on initial hand scoring of the LAB-R. If we were to have any Spanish speaking ELL students we would also administer the Spanish LAB, but we have not had any Spanish speaking ELL students attend Bklyn Tech. We then provide our ELLs with a program that meets their needs. All our ELLs are Advanced. They receive 1 period of ELA and 1 period of ESL. All ELLs have approximately 8/9 classes in their programs plus lunch. We try to complete the placement program for our ELLs within a 10 days period from admission to the school. ELLs follow the same curricula across content areas as any other student at Brooklyn Technical High School. They follow the curricula approved by the State and City of New York. They attend classes the same amount of periods required as any other student in the general education population and take the same exams to meet the course requirements. Parents are notified of their son/daughter continuance in the ESL Program in English and their native language. Brooklyn technical High School honors the choice parents have made for their children when the student is admitted to the school. The Placement letters are sent home via postal service and through the students. If a parent asks for an interview to discuss the ESL program, he or she will meet with Mr. Arias, A.P. for World Languages/ESL. If a translator were to be needed, one would be provided but so far all of our ELL parents have been able to communicate in English. ELL students are given a chance to take the NYSESLAT exam in the Spring. Most of our students score proficient upon taking the exam. We look at the results when they are published. If the student does not score proficient we follow the recommendations given by looking at the results of the examination to see where more support is needed in order to help the student achieve mastery in the particular area (speaking, listening, reading or writing) and provide the student with the necessary ESL class to further assist the student in his/her academic achievement. If the student scores proficient, he/she can continue to receive academic support through our tutorial program during periods 9/10 or during lunch periods. The ESL model used at Brooklyn technical High School is a Freestanding ESL Program and it is aligned with the parent request. We do not offer a Bilingual Program nor a Dual Language program in our school. We do not have the number of students needed to provide these programs. Parents are informed through the interview process and through an interpreter if necessary about our Freestanding ESL Program and we give them the choice to send the student to another site if they were to insist on a Bilingual or Dual language program. This has not happened since most of the students who come to us have been in the system and when they come to us they already speak English pretty well and most of the parents also speak English well enough to converse with the school personnel. A folder is kept by Mr. Arias for each ELL student where all documentation regarding the ELL student can be found in (6w20). Once the student has been placed in the Advanced ESL class the student also receives the rest of his/her program with all the other subject classes needed, level appropriate. If communication with the parents is needed in the native language; it is provided by the school. Most parents request the Freestanding ESL program we have at Bklyn Tech. and or they want their son/daughter out of ESL because they feel their son/daughter can communicate in English pretty well. In the past 4 years since I have been at Tech. the only selection (Aprox. 25) has been Freestanding ESL Program.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In												1		1
Total	0	0	0	0	0	0	0	0	0	0	0	1	0	1

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									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	1									1
Total	1	0	0	0	0	0	0	0	0	1

ELLs by Subgroups										
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	Total	
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP

**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														0
Chinese												1		1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	1	0	1										

Part IV: ELL Programming

A. Programming and Scheduling Information

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 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?

All instruction is delivered in English. The primary goal of our Freestanding ESL program is to assist students in achieving English Language Proficiency within three years. To amplify the literacy and academic skills of ELLs who participate in the program. To incorporate recognized and researched based ESL instructional strategies across the content areas. To provide students with the skills needed to perform at city and state level in all subject areas. Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging Schema Building, Contextualization, Text Representation and Metacognition. Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and running records. Additional small group AIS session for each prior to all state assessments, to focus on literacy and academic language. One period of ELA and one period of ESL are provided daily five days a week since the students are in the Advanced level. SL The organizational model is Self-Contained. The ESL class is homogeneous in terms of level but the content area subjects are in mixed groups (ELLs and general Ed. students). All students follow their program daily for the same amount of time (41 to 42 minutes of instruction per period). The student program reflects the days the student(s) must report to class, attendance is taken regularly by the teacher and submitted at the end of each week for record keeping. If the student(s) were not to attend class regularly the teacher would notify the A.P., the parents of the student and the Guidance counselor. Teachers in the content areas look at the results of students' performances in order to differentiate instruction and attend to the needs of their students. Students receive 180 minutes plus of instruction weekly. We offer our ELLs periodic assessments to determine their English Progress/ acquisition. We do not have SIFE students at Brooklyn Technical High School. We do not have ELLs receiving 4 to 6 years of ESL instruction. We do not have any ELLs with special needs, Assessment testing modification or test taking skills class. At present Brooklyn Tech. High School does not have any ELL students with disabilities. Therefore, we do not have in place instructional strategies and grade-level materials for this type of student. If we had this type of student, we would make all the necessary arrangements to have the instructional strategies and grade-level materials available for them. Brooklyn Tech. High School does not use curricular, instructional, and scheduling flexibility to meet the needs of ELL-SWDs within the least restrictive environment because we do not have this type of student. If we had this type of student in our school all his/her needs would be met within the least restrictive environment as we do presently with any of our students in the general Ed. population. We would look at the IEP that would accompany the student(s) and we would follow the suggestions indicated in said document in order to best service the needs of the student(s). There are no courses taught at Brooklyn Technical High School in Languages Other than English with the exception of Chinese, Italian, French and Spanish that are offered as Foreign Languages.

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

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

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

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

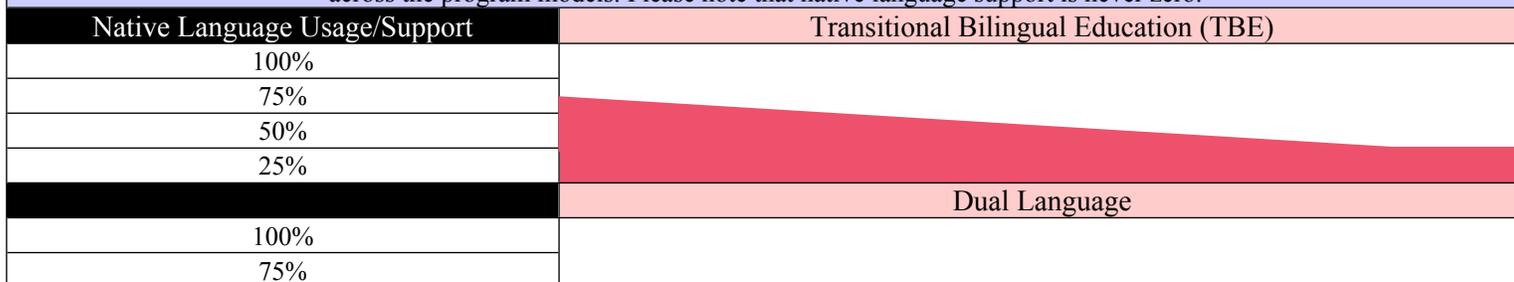
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



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.			

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?

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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.

Professional development is provided by school staff and community learning support organizations. Within the school's Professional Development Program, the focus is on: The literacy of our ELL population. Sessions are also given in math and science in scaffolding instruction through the use of manipulatives and experiments. Technology sessions instruct content area teachers to use resources to make instruction more comprehensible. All staff members at Brooklyn Technical High School have attended workshops off-site to promote collaboration between content area and language teachers: Quality Teaching workshops. Technology Workshops. Staff members attend workshops where they learn how to use Smart Board, LCD projectors/computers. Make use of Software programs such as Moodle, Skedula, BTHS website etc. in order to communicate and disseminate information. PD has been offered by Brienza's Academic Advantage on Reaching Our English Language Learners. The A.P has attended workshops on how to write the LAP among other workshops. Some of the PD dates scheduled for this year are: October 17, 2011, November 21, 2011, December 19, 2011, February 13, 2011, March 19, 2011, April 23, 2011 and May 21, 2011. Some of the workshops offered are: Smart Board, Skedula, Curriculum writing/Common Planning, Data Driven Instruction among others.

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?

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

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

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

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

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				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

We look at the ELA results from middle school as well as the LAB-R results and the NYSESLAT results if the students have taken the exam prior to entering BTHS. The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level, which is "Proficient". The ELA data gathered for our current ELLs show that the reading and writing skills are much stronger than the speaking and listening skills on average. Other times we see greater strenght in speaking and listening. It all depends on how long the student has been in the school system or has studied in English in a different country. Speaking is in line with general abilities for the majority of the advanced students; as well as the reading and writing skills. As a result our students have been able to achieve proficiency and exit the ESL program after the first year of enrollment. Due to our careful review of the data, the ESL teacher differentiates instruction to address the different learning styles and modalities of our students. Based on the results of the NYSESLAT, the ESL teacher looks at the results of the Listening-Speaking at or below 721 and at the Reading-writing results at or below 732 in order to drive instruction and reinforce the skill that the student is showing defficiency in.. Our program has proven most successful. All our ELLs go on to score proficient after they participate in our Freestanding English as a Second Language Program. We have tracked some of our former ELLs and their performance across the content areas after they have exit our ESL program only to find that: Students who were former ELLs are performing at same level and in some cases better than students in the general population of the school, who are not ELLs. At present we have one ELL student who is an 11th grader who will be taking The ELA Regents Exam, Algebra & Trig. Regents, Chem Regents and US History Regents.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Brooklyn Technical High School

School DBN: 13K430

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
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School Name: Brooklyn Technical High School**School DBN: 13K430****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Randy Asher	Principal		10/6/11
John Arias	Assistant Principal		10/6/11
Suet Mai Chan	Parent Coordinator		10/6/11
Li Trotter	ESL Teacher		10/6/11
Carrie Ho/Elliot Greene	Parent		10/6/11
M. Williams	Teacher/Subject Area		10/6/11
J. Braclay	Teacher/Subject Area		10/6/11
Kimberly Henry	Coach		10/6/11
	Coach		1/1/01
C. Blain	Guidance Counselor		10/6/11
Jie Zhang	Network Leader		10/06/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **13K430** School Name: **Brooklyn Technical High School**

Cluster: **2** Network: **201**

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.

Analysis of home language survey and comprehensive review of STARS custom report 3.07 (Expanded Student Data).

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.

32.4% English speaking; 6.5% Bengali; 25.2% Cantonese; 4.7% Mandarin; 6.8% Russian; 4.39% Spanish; 1.8% Urdu; the rest are assorted. Findings were reported to the school community at PTA meetings, faculty & staff meetings, and provided to the Student Government Organization.

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.

Documents are routinely translated by student volunteers from the National Honor Society, parent volunteers from the PTA, and the office of translation services from the NYCDOE.

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

Oral translation services are routinely translated by student volunteers from the National Honor Society, parent volunteers from the PTA, and the office of translation services from the NYCDOE. Faculty members proficient in the appropriate language also facilitate translation services.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

- A. Posted on school website in each language as a parent resource.
- B. Posted at entrances as required.
- C. Integrated as required into the safety plan.
- D. Not an issue.