



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME:**

**BROOKLYN HIGH SCHOOL FOR LAW & TECHNOLOGY**

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 16-K-498

PRINCIPAL: MICHAEL PRAYOR

EMAIL: [MPRAYOR@SCHOOLS.NYC.GOV](mailto:MPRAYOR@SCHOOLS.NYC.GOV)

SUPERINTENDENT: **KAREN WATTS**



### SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
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	
BIANCA RIVERA RAHEEM JESSOP	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
MICHELLE RIBIENO RODRIGUEA	Member/PARENT	
MICHAEL LEVY	Member/UFT	
BEVERELY BURNETTE	Member/PARENT	
THERESA STOUDEMIRE	Member/PARENT	

\*\* 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

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

### **Annual Goal #1**

By June 2013, 90% of all teachers will improve their teaching practices.

### **Comprehensive needs assessment**

The Common Core State Standards are the culmination of an extended, broad-based effort to fulfill the charge issued by the state of New York to create the next generation of 9–12 standards in order to help ensure that all students are college and career ready in literacy.

Increase teacher effectiveness using the Danielson framework, specific focus on domain(s): 1e, 3b and 3d.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal.
  - ***Frequent Classroom observations***
  - ***Increased professional dialogue in observation conferences***
  - ***HSST scholarship reports***
  - ***Credit accumulation***
  - ***Planning aligned to CCLS and Danielson's framework***
  - ***Teacher team agendas***
  - ***Instructional cabinet meeting agendas & Grade team leader agendas***
  - ***Protocol for looking at Student work***
  - ***Individual professional development plans for each teacher with delineated steps for progress and movement to the next level within the continuum.***
  - ***Teacher self-assessments on selected components of a research-based rubric.***
  - ***NYC School Survey results: 80% of teachers agree that school leaders give them regular feedback about their teaching.***

### **Strategies to increase parental involvement**

Use of electronic grade book

- Workshops to inform parents about curriculum, common core learning standards and citywide expectations
- Frequent reporting of student progress
- Parent Association meetings and events

### **Budget and resources alignment**

- Indicate your school's Title I status: X 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      X   Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

### **Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
  - Implementation of Respect for All creates a school wide and classroom environment conducive to learning
  - SAPIS worker supports academics

## ANNUAL GOAL #2 AND ACTION PLAN

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

### **Annual Goal #2**

By June 2013, 70% of BKLT senior students (70) will achieve graduation requirements by accumulating necessary credits and passing the required Regents exams..

### **Comprehensive needs assessment**

Graduation rate is a fundamental indicator of whether or not Brooklyn High School for Law & Technology is meeting its' mission: there will be a 70% graduation rate.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - Humanities teachers will implement an interdisciplinary approach, through the common core state standards and common planning and educational consultants, to create relevancy for students and build upon each content area to enhance and deepen literacy comprehension.
  - Teacher support through formal and informal observations using Danielson's Framework for Teaching rubrics
  - Data Mining: through Teacher ease, acuity, performance series, Q assessment exams, ARIS and teacher created assessments data will be used to inform teachers of student's needs and differentiate lessons while modifying curriculum.
  - Differentiated planning and instruction
  - Professional Development: data retrieval, access and interpretation; backward design planning; differentiation of instruction; classroom management; protocols to increase pedagogical effectiveness; CTT models of instructions.
  - Department Common Planning: 3 times/week.
  - Grade team meetings: weekly (2 periods)
  - Inquiry team focus: weekly meetings to analyze student work of senior students needing to satisfy one or more Regents exams to meet graduation criteria.

### **Strategies to increase parental involvement**

Outreach to parents regarding graduation progress using phone messages, letters and e-mail

- Meetings with parents to solidify the involvement with progress to graduation
- College advisor will meet with families and students to provide guidance
- FAFSA workshops to guide families and students

### **Budget and resources alignment**

- Indicate your school's Title I status: X 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      X   Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Community service allows targeted intervention for Level 1 & Level 2 students

### **ANNUAL GOAL #3 AND ACTION PLAN**

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

#### **Annual Goal #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
By June 2013, 90% of teachers will have implemented 6 performance-based tasks in all content areas

#### **Comprehensive needs assessment**

Students will meet common core standards, which will be aligned to instruction across subjects.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - Teachers will develop a Common Core-aligned unit of study that incorporates opportunities for students to conduct research and use supporting evidence to showcase performance tasks.
  - Teachers will develop collaborative lessons that incorporate oral and written skills needed for providing evidence to support arguments.
  - Teachers meet weekly in grade teams to assess student work and plan lessons that demand evidence to support a claim and culminate with performance based tasks.
  - Teachers mostly meet 5 times weekly in grade teams to assess student work and plan lessons that demand evidence to support a claim and culminate units of study with performance based tasks.
  - Teachers meet 5 times weekly in department teams to develop a rubric to assess the use of evidence to support a claim and project based tasks.
  - Professional development by instructional leadership, grade team leaders and network staff on looking at student work, performance based assessment tasks (PBAT), differentiated assessments and universal design for learning (UDL).
  - Cambridge consultants' professional support on development of UBD assessments, planning, instructional rounds.

#### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
  - Workshops to inform parents about curriculum, common core learning standards and citywide expectations
  - Frequent outreach by staff
  - Workshops to provide information on technological supports

**Budget and resources alignment**

- Indicate your school's Title I status: X 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      X   Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- o The school has created a benchmark assessment and is using research based materials to support targeted instruction.

**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	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.
Mathematics	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.
Science	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.
Social Studies	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.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	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.	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.	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.

**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.

Encourage teachers to take classes or gain certification via the Housse system.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

- Providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- Providing assistance to parents in understanding City, State and Federal standards and assessments;
- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- Host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- Translate all critical school documents and provide interpretation during meetings and events as needed;
- Conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**CAN BE LAST YEARS BUT MUST BE UPDATED**

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 1<sup>st</sup> 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 will 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 <b>Yuet Chu</b>	District <b>16</b>	Borough <b>Brooklyn</b>	School Number <b>498</b>
School Name <b>Brooklyn High School for Law and Technol</b>			

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

Principal <b>Michael Prayor</b>	Assistant Principal <b>Dudridge Brenord</b>
Coach <b>Sharaz Scofield</b>	Coach <b>type here</b>
ESL Teacher <b>Kim Essex</b>	Guidance Counselor <b>Immacula Berrouet</b>
Teacher/Subject Area <b>Criag Knight/English</b>	Parent
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>type here</b>
Related Service Provider	Other <b>type here</b>
Network Leader <b>Yuet Chu</b>	Other <b>type here</b>

### 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	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>406</b>	Total Number of ELLs	<b>19</b>	ELLs as share of total student population (%)	<b>4.68%</b>
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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. LHS 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)

K  1  2  3  4  5

Check all that apply

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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>													0	0
<b>Push-In</b>														0
<b>Total</b>	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
<b>Total</b>	<b>11</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>3</b>	<b>4</b>	<b>0</b>	<b>3</b>	<b>19</b>

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

**C. Home Language Breakdown and ELL Programs**

**Transitional Bilingual Education**

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

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	
<b>TOTAL</b>	<b>0</b>																				

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	
<b>TOTAL</b>	<b>0</b>										

**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
<b>TOTAL</b>	<b>0</b>	<b>6</b>	<b>7</b>	<b>5</b>	<b>1</b>	<b>19</b>								

## 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), both of which seem to enhance inclusion, peer acceptance, access to the general education curriculum, and improved student achievement based on classroom observation data. Additionally, teachers use guided reading and small-group instruction. They adapt instruction for ELL-SWD students. ELL-SWD students requiring accommodations (i.e. additional time for classroom tests/projects, etc) work directly with our IEP coordinator, who has a schedule which has been programmed to allow for flexibility to work with these students when needed.

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

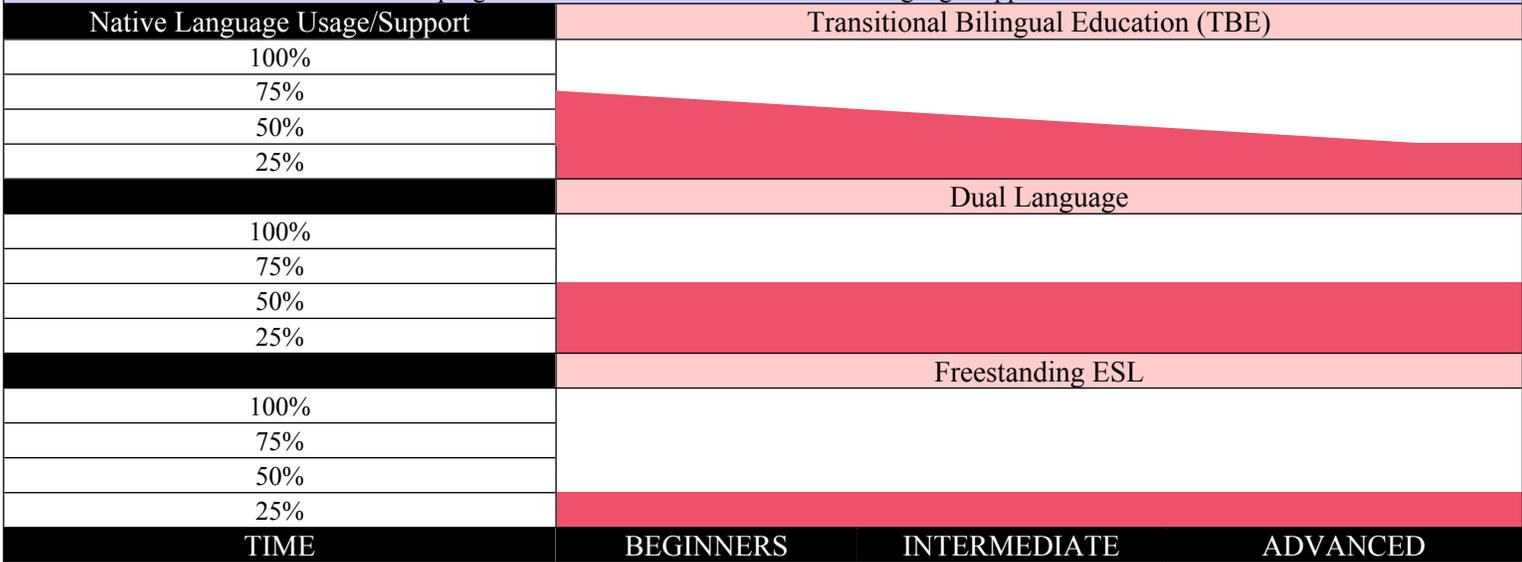
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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
<b>FOR TBE /DL PROGRAMS:</b> 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.



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?

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.

### 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 ESL teacher will receive professional development in effective ELL 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 ELL 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
- 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

## 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
- c. Phone calls from teachers regarding students' academic progress
- d. IEP conferences
- e. PTA Meetings
- f. Parent Workshops

# 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
	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				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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.

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 our 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.

After analyzing the ELA scores of ELLs and former ELLs, several facts were noticeable:

- Students who are former ELLs are outperforming the Non-ELLs students across the grades.
- Beginning ELLs who are taking the ELA after one year, are mostly scoring below 640 on the ELA.

Data across proficiency levels and grades show that differentiated instruction must be implemented across content to assist our ELLs with learning, regardless of grade level. 16 of our 18 ELLs are at proficiency level intermediate, 1 is at a beginning level, and 1 is functioning at an advanced level. Data assessments through grades and proficiency levels reveal that our school instructional staff needs to make use of various adaptive pedagogy to maximize student learning and effective teaching through the utilization of electronic resources, technology and/or internet resources (Smart Boards, power point presentations), integrated instructional units across disciplines, collaborative team-teaching with SETSS and other support staff, cooperative learning, scaffolding, word walls, culturally relevant connections and experiences, workshop model: SSR, Read Aloud, Reader's/Writer's workshops, customized classroom libraries, guided reading and writing, modeling, accountable talk, academic competencies which reflect Bloom's Taxonomy of higher order thinking skills, project-based learning, student choice of activities for learning and assessment. Our extensive use of technology, including Internet-connected computers and Smart boards in each classroom, extends teachers' and students' access to multimedia visuals to aid in language learning and concept. ELLs are not performing near as well on State exams as their native speaking peers. Based on this needs assessment, our school created the ELL Academy to better tract and support our ELL and have at least 95% of them graduate with a Regent's diploma after four years of school. Current quality review rubrics and progress report rubrics are used to evaluate the success the present and future success of our ESL program.

- School leaders and faculty align curricula to State standards, make purposeful decisions to emphasize key standards in order to close the achievement gap and/or focus on college-readiness, and align curricula across grades and subject areas
  - Rigorous habits and higher order skills are emphasized in curricula and academic tasks, and are embedded in a coherent way across grades and subject areas
  - Curricula and academic tasks are planned and refined using student work and data so that individual and groups of students, including the lowest and highest achieving students, special education students, and English language learners are challenged and engaged
- Across classrooms teaching practices are aligned to the curriculum and reflect a coherent set of beliefs about how students learn best that is informed by discussions at the team and school level
  - Across classrooms teaching strategies and routines are strategically differentiated so that all learners have multiple entry points, supports, and extensions into the curricula
  - Across classrooms teaching strategies and routines lead to high levels of student engagement and thinking, as evidenced in work products and processes
- The use of resources (e.g. budget, space, technology, coaches) and other organizational decisions are well aligned to the school's instructional goals and long-range plans, given the learning needs of students
  - The use of teacher and student time is structured to respond to the learning needs of all students so that teachers regularly collaborate to improve instructional practice, and students engage in challenging academic tasks and develop higher order thinking skills
  - Hiring practices, teacher assignments, and student program groupings are strategic (e.g. teacher total student load, effective teachers placed to eliminate achievement gap), promoting accountable collaboration among faculty so that groups of teachers hold themselves accountable for their students' progress and for attaining school instructional goals
- The school has a safe environment and inclusive culture that support progress towards the school's professional, academic, and social-emotional learning goals; the school uses data, such as the learning environment survey (LES), incident reports, and attendance to guide improvements
  - Each student is known well by at least one adult who helps to coordinate social-emotional learning and other child/youth development supports that impact the student's academic success
  - Students are interested and engaged in their learning; want to succeed; indicate (when developmentally possible) that the school strongly supports their social emotional learning and academic development and that their voice and active participation influence school-wide decisions.

It is our short-term and long-term goal to see a positive relationship between the academic performance rubrics we implement and overall student achievement in classroom assessments, period assessments, SATs, and NYS Regents exams.

After reviewing and analyzing the assessment data

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, ACUITY, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement
- Additional support in listening skills for Newcomers, including increased use technological activities in the classroom.

- During the extended day sessions, Identified SIFE students will receive instruction in their native language to strengthen their literacy skills
- Utilization of the My Access and Destination Math programs to meet students' needs at their level of performance.
- Small group Academic Intervention classes in ESL to target language modalities according to their needs
- Academic Intervention Services for SIFE students and those performing below grade level during the school day as well as extended hours
- After School and Saturday classes offered to target specific modalities and to help students on all levels familiarize students with the format of the NYSELAT

All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.

#### Implications for LAP in English Language Arts Area

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They include the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched based instructional strategies
- Analyze ELL's data to become well-informed about the performance of each ELL in order to make sounded educational decisions.
- Provide opportunities for students to be involved in purposely conversations
- Incorporating all language modalities during the lesson, e.g. group discussions, journals
- Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiated instruction
- Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELLs; such as, Quality teaching for English Language Learners
- Ensure that Literacy coach works closely with teachers (ELA, ESL and TBE) to support rigorous instruction
- In the TBE classes, ensure that the CR Part 154 requirements is followed.
- Implement a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.

### 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.

1. 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.

## Part VI: LAP Assurances

<b>School Name: BK Law and Tech</b>		<b>School DBN: 16K498</b>	
<b>Signatures of LAP team members certify that the information provided is accurate.</b>			
<b>Name (PRINT)</b>	<b>Title</b>	<b>Signature</b>	<b>Date (mm/dd/yy)</b>
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

**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)
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**

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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](mailto: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

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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](mailto: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.