



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME:** BROOKLYN SCHOOL FOR CAREER DEVELOPMENT

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 75K753

**PRINCIPAL:** YVROSE PIERRE

**EMAIL:** YPIERRE4@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** GARY HECHT



### 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
Yvrose Pierre	*Principal or Designee	
Christine Munnelly	*UFT Chapter Leader or Designee	
Anne Mingo	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Grace Newberns	Member/Parent	
Craig Jackson	Member/Parent	
Marie Bernier	Member/Teacher	
Lucille Ross	Member/Teacher	
Jean Isbell	Member/Social Worker	
	Member/	
	Member/	

\*\* 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, Brooklyn School for Career Development (BSCD) will improve student attendance for select cohorts by 10% when compared with the previous year.

### **Comprehensive needs assessment**

- An analysis of data gleaned from a composite of ATS reports over the past three years indicates that academic achievement strongly correlates with attendance percentage. Attendance at BSCD seems to follow a general pattern of decreasing over the course of the academic year. The continual decrease in our alternate assessment population has a profound negative effect on our overall attendance rate. The truancy rate of our incoming 9<sup>th</sup> graders, the frequent incarcerations, and the lengthy hospitalizations exacerbate our attendance struggles.
- Efforts to improve attendance will focus on three specific subgroups of students: incoming freshmen, standardized 10<sup>th</sup> graders, and potentially graduating seniors. Many of our incoming freshmen have struggled academically through intermediate school and display truancy and other school avoidance behaviors. Our potential graduates have been promoted to 12<sup>th</sup> grade, but still face daunting challenges in attaining their high school diplomas. Many of our students have been promoted from 9<sup>th</sup> grade, but are stymied in their promotion to 11<sup>th</sup> grade because of the stringent English and Social Studies requirements

### **Instructional strategies/activities**

Approximately 84% of our incoming standardized assessment freshmen scored Level 1 on the 8<sup>th</sup> grade ELA and math exams; these students require skill remediation or instruction in foundations before participating in the standardized high school curriculum. In an effort to improve attendance by decreasing school-avoidance behaviors, BSCD has implemented several programs to support the academic needs of our freshmen:

- September 2012: To help these students adjust to the rigors of high school and experience academic success, BSCD will implement a range of instructional programs aimed at preparing our incoming 9<sup>th</sup> graders for the high school curriculum: Wilson Reading (for students who decode below the 2.5 grade level); Empower3000 (to address the comprehension deficiencies of all students including ELLs); 2-periods per week of Academic Intervention Services in specific reading skills, writing skills, social studies skills, and/or math skills. All incoming students are given an expected graduation date.
- September 2012: To motivate our seniors who have been plagued by stagnancy BSCD has created an office of College and Career Readiness and implemented graduation trackers. Students are encouraged to view their graduation trackers and their transcripts in an effort to motivate them and help them set attainable goals.
- January 2013: This year we have enrolled a large percentage of students who have earned sufficient credits for promotion to 11<sup>th</sup> or 12<sup>th</sup> grade, but have not passed any of the standardized exams. To help these students meet the academic demands of the exams, we have inserted an extra elective review course into our Global Studies and US History sequences.
- April 2013: Through the Inquiry Team, BSCD will analyze attendance data to determine the effect of these initiatives on student attendance.

Our potential graduates have to overcome a variety of obstacles to achieve their graduation. In an effort to provide targeted intervention to help each student meet the academic requirements for graduation the following programs will be implemented:

- November 2012: Regents week, credit recovery, independent study, make –up Earth Science labs and small-group test sophistication.
- February 2013: Teachers will complete a survey to gather feedback about the effectiveness of these initiatives. The programs will be revised and/or tweaked in accordance with staff feedback and the attendance percentage.

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

- The Parent Coordinator is a member of the Attendance Improvement Team and participates fully in all attendance initiatives. She continues to make outreach telephone calls and has become the advisor to a cohort of 15 students. Daily automated absentee telephone calls are scheduled. Parents will be invited to a Holiday Tea during which time all of BSCD's in-house supports for their students will be discussed. Parents will also have the opportunity to

participate in academic advisement sessions with the counselors and/or programmers.

**Budget and resources alignment**

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

- The BSCD learning community focuses many resources on attendance improvement. An AIDP family worker makes home visits and outreach telephone calls to students with repetitive absences; the Parent Coordinator hosts workshops on gang awareness and bullying; the School Nurse hosts workshops on safe sex and HIV prevention; the administration hosts orientation for incoming freshmen; all of our potential graduates are linked to ACCES (formerly VESID) for services that will support their continuing education and/or securing employment.

## 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, there will be an increase in vocational opportunities as evidenced by a 10% increase in student job acquisition and/or student internships.

### **Comprehensive needs assessment**

- A review of longitudinal data indicates that we must make a concerted effort to increase the vocational prospects for our youth in these difficult economic times. To succeed in their post-school lives, our “at-risk” students require a systematic introduction to the world of work. On an ongoing basis, students express the difficulties that they face in securing part-time employment. Many job applications, whether online or paper, are too complicated for our students to negotiate. They become frustrated and dejected with the poor results of their efforts in applying for jobs. A scaffolded approach to job application and acquisition is essential. In addition to the financial rewards and the motivation gained by attaining employment, students can begin to build experience to list on their resumes, job applications, and college/technical school applications, while building marketable skills. Our newly expanded Career Center, which is tied to our iLearnNYC lab, helps our students to develop self-awareness and job search skills.

### **Instructional strategies/activities**

- Every graduating student will develop a “Vocational Prospects Portfolio” which will include a resume, a cover letter, a personal information record (to aid in completing job applications), a photocopy of his/her New York State identification card, a photocopy of his/her school identification card, a log of all jobs applied for, a log of all vocational sites visited (including community worksites, local businesses, agencies, job fairs), a video resume (saved to a flash-drive), and a career plan.
- January 2013: A group of approximately 12 students will participate in a pilot of the Career Club, a newly developed course that will take students through the process of completing the BSCD Level 1 Vocational Student Interview, determining realistic current vocational goals, setting realistic future career goals, designing a career plan, and compiling a “Vocational Prospects Portfolio”. Students participating in the Transition Seminar will visit our community worksites, attend job fairs, and work in small groups with the College and Career Specialist. Students will complete New York Career Zone interest inventories, talents and abilities inventories, and job readiness inventories.
- January 2013: A group of administrators/teachers/counselors/paraprofessionals will engage in a structured review of the students’ “Vocational Prospects Portfolios” to evaluate and determine the sustainability of this effect.
- April 2013: The Career Club will be offered to approximately 12 additional students. The original 12 students will move onto the next component of the course where they are actually going on job interviews.
- Summer 2013: The Career Club will be expanded to help potential graduates with linkages to agencies, applications for technical schools and colleges, FAFSA submissions, and movement towards their post high school lives.
- Summer 2013: The Career Club and job search activities will become the crux of our Chapter 683 instruction for our more mature students

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

- The Parent Coordinator is an integral member of the BSCD school community. She, personally, will reach out to parents by telephone to invite the parents/guardians of participating students to a parent information session in early April. Automated telephone calls will be scheduled to remind the parents the day prior to the planned session. Parents will also have the opportunity to participate in New York Career Zone and develop their own career plans through a series of parent workshops. The Transition Linkage Coordinator hosts an annual Transition Fair to facilitate initial contact between parents/guardians and community agencies, such as ACCES (formerly VESID) and AHRC.

**Budget and resources alignment**

• Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP) X 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**

- Transition continues to be essential to student success at BSCD. The Transition Linkage Coordinator ensures that students who are approaching graduation are linked to ACCES (formerly VESID) for services that will support their continuing education and/or securing employment. Two teachers participated in the Career Development Facilitator training that was offered by District 75. The training facilitated the transformation of our Transition Department into a Career Center.

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

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

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

- By June 2013, there will be an increase in students' successful completion of academic credits as evidenced by a 10% increase in the number of students promoted to the next grade level.

#### **Comprehensive needs assessment**

- After careful analysis of various data sources, including the student credit accumulation grid, student transcripts, classroom portfolios, report cards etc..., BSCD is profoundly cognizant of the need for credit accumulation among the standardized assessment population. High incarceration rates, frequent hospitalization, low retention among returning students, high rate of transfer in the middle of the school year, and external factors (i.e. home life) negatively affect student performance and credit accumulation.

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

In order to attain such a challenging goal, BSCD has implemented many measures and strategies for success:

- 1) Through PPT meetings, designated personnel systematically evaluate student progress, plan differentiated instruction, recommend changes in instructional programs, and address issues impacting progress.
- 2) Counselors follow an academic advisement protocol to review each student's transcript and graduation tracker and develop short term and long term goals for each student on their caseload and are held accountable for monitoring their progress on a regular basis.
- 3) Counselors will maintain a steady relationship between school, students' homes, and probation officers (when involved).
- 4) Monthly advisement meetings will take place to support, guide, and encourage student academic progress
- 5) Intensive and consistent use of technology is greatly emphasized. Smartboards and interactive / educational websites, including Khan Academy help students to better understand the instructed concepts.
- 6) Meaningful, but challenging, class projects will be assigned to students on a regular basis
- 7) Through the work and collaborative efforts of the school-based Inquiry Team, implementation of purposeful academic intervention aligned with the Ed Performance results, teacher observations, and class exams, our students will be able to make strides towards graduation.
- 8) Through differentiated learning opportunities, including independent study and Diamond Scholars, every effort is made to provide students with opportunities to enhance credit accumulation.

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

- . The Parent Coordinator offers meaningful and informative workshops to parents/guardians. Parents, then, are greatly encouraged to take an active role in their children's education. The workshops also share necessary information about the various educational programs at the school. The presence of the PTA President at the school brings a new level of engagement from the parent perspective and constitutes an invisible bond between school and family.

**Budget and resources alignment**

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

- BSCD focuses many resources on motivating students to earn credit. First and foremost, we have an outreach committee that works diligently to improve student attendance. Once in school, school safety agents, the Dean's office, and, finally, the pedagogical staff makes sure that students are engaged in learning. The parent coordinator, and the administration, with the support of the community agencies, offer workshops and raise awareness among students on cyber-bullying, gang awareness, sexually transmitted diseases, violence prevention, and cultural tolerance.

### **ANNUAL GOAL #4 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 #4**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

#### **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:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

#### **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.

#### **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**

- 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).

### **ANNUAL GOAL #5 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 #5**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

#### **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:
  - e) strategies/activities that encompass the needs of identified student subgroups,
  - a) key personnel and other resources used to implement these strategies/activities,
  - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - c) timeline for implementation.

#### **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.

#### **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**

- 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).

**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	Writing skills Wilson Reading Empower 3000 Research skills	Small group Whole class	During the school day
Mathematics	Math skills Pre-algebra	Small group Whole class	During the school day
Science	Science access skills	Small group and 1:1	During the school day
Social Studies	Social Studies access skills	Small group and 1:1	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	School counseling	Small group and 1:1	During the school day

### 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.

- BSCD attracts and retains Highly Qualified Teachers (HQTs) by developing innovative academic programs and continuing to implement curriculum and instruction with high academic expectations for our students. By offering innovative programs, Diamond Scholars, media arts, architecture, cosmetology, and auto shop, BSCD attracts talented and multi-faceted HQTs. The implementation of these diverse programs serves as motivation for our freshmen and our seniors, alike. Staff and students are engaged in high interest activities, including iLearnNYC a model of blended learning.
- BSCD teachers are engaged in rigorous professional development during our “0” period. The administrators and the instructional coach provide professional development on new initiatives; teachers work collaboratively in departmental teams; and teachers participate in interdepartmental professional learning communities. BSCD firmly believes that by being the best educators that we can be, we help our students to be the best students that they can be.
- BSCD continues to participate in the Teacher Effectiveness Program (TEP) pilot and has wholeheartedly embraced the Chancellor’s vision of the college and career readiness.
- BSCD attracts and retains HQTs by continuing to develop innovative academic programs and revising/revitalizing effective veteran programs. By modernizing our traditional transition portfolios through the utilization of New York Career Zone and keeping our job acquisition activities up-to-date by integrating online job applications, BSCD keeps its curriculum fresh and interesting.
- BSCD teachers are engaged in rigorous professional development during our “0” period. The administrators and the instructional coach provide professional development on new initiatives; teachers work collaboratively in departmental teams; and teachers participate in professional learning communities. Five teachers participate in the Transition Professional Learning Community which, under the leadership of the Transition Linkage Coordinator, serves as the steering committee for developing more vocational prospects for our students.
- One of BSCD’s main goals is to have a highly effective teacher in each classroom. Participation in the TEP provides relevant and continuous effort to professional development through “0” period which is becoming increasingly important. Teachers continue to improve their pedagogical skills and content area knowledge by attending both in –house and outside workshops. Those who attend outside workshops are required to turn-key the information to their respective colleagues.
- Best practices, classroom walkthroughs, actionable feedback, constructive criticism, departmental meetings, instructional cabinet, and professional learning communities allow the staff to collaboratively review and revise their instructional practices and build capacity and maximize student outcomes. The availability of educational resources/ materials, including software, provides teachers with the opportunity to enrich their delivery of instruction

**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, and Parent Teacher Association. Our school will support parents and families by:

- 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;
- 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 to improve the academic quality of our school.

- Support school-level committees that include parents who are members of the School Leadership Team, the Parent-Teacher Association. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator 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;
- 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;

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

- Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year; including Transition Fair
- Encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association;
- 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;

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

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 and City-wide Expectations;
- 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;
- 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;
- 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;
- 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;

## **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;
- 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
- 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;
- take part in the school's Parent-Teacher Association or School 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2012-13**

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>Gary Hecht</b>	District <b>75</b>	Borough <b>Brooklyn</b>	School Number <b>753</b>
School Name <b>type here</b>			

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

Principal <b>Yvrose Pierre</b>	Assistant Principal <b>Valerie Wahrman</b>
Coach <b>Barbara Silverman</b>	Coach <b>type here</b>
ESL Teacher <b>Jacqueline Yizar</b>	Guidance Counselor <b>Valentin Martinez</b>
Teacher/Subject Area <b>ASaad Ahmed/ESL teacher</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Ruben Gomez/worksite teacher</b>	Parent Coordinator <b>Darlene Shockness</b>
Related Service Provider <b>Michael Connelly/Speech teache</b>	Other <b>Albert Justiniano/tech teacher</b>
Network Leader <b>Ketler Louissaint</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>2</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>253</b>	Total Number of ELLs	<b>21</b>	ELLs as share of total student population (%)	<b>8.30%</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. [i](#)

Every fall, and throughout the year, we research the history of incoming students to identify ELL students. As advised by our ELL Coach, there is no single report that helps us gather the information needed to identify a student as an ELL. Therefore, the Compliance Liaison and Data Specialist, Barbara Silverman, engages in a comprehensive review of various documents, including RYOS, RPOB, RLAT, REXH, the HLIS (when it is available), the CAP inquiry screen, and the most recent IEP. Every attempt is made to reconcile ATS, CAP, and the student's IEP. As we serve students in grades 9-12, we rarely administer the LAB-R or the Spanish LAB. However, our ESL teachers, Jacqueline Yizar and A. Saad Ahmed, are available to administer the LAB-R, if necessary. Albert Justiniano, our bilingual technology teacher, is available to administer the Spanish LAB, if necessary.

Every year the results of the NYSESLAT are analyzed via a detailed review of the RLAT and RNMR reports, along with a review of the NYSESLAT writing scoring rubric and score sheets. Besides for guiding instruction, this data helps to identify newly enrolled students who may be eligible for NYSESLAT. Our ESL teachers, Jacqueline Yizar and A. Saad Ahmed, are responsible for administering the NYSESLAT (all 4 parts) to their respective students. If necessary, related service providers and classroom teachers, may support the ESL teachers in this effort. As we have rolling admissions, our ELL Compliance Liaison and Data Specialist, Barbara Silverman, reviews the RADP on a weekly basis and researches NYSESLAT eligibility through a review of RLER, RLAT, RLAB, RPEX, AND RHSP. Following the NYSESLAT training, the ELL Compliance Liaison and the two ESL teachers plan the administration of the 4 modalities of NYSESLAT to all of our ELLs who are NYSESLAT eligible. As each the NYSESLAT is administered to each eligible student, the ELL Compliance Liaison records the administration of each part of the NYSESLAT on a NYSESLAT tracking report to ensure that each of the four modalities are tested.

P753K has a Freestanding ESL Program. We have two certified ESL teachers, Jacqueline Yizar and A. Saad Ahmed, who service all of our ELLs at our community worksites, our inclusion program, and our satellite, as well as the main site.

Options for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level and upon enrollment at 753K. Upon intake our bilingual counselors explain our English as a Second Language program and how we meet the requirements of CR-Part 154. Although the HLIS is part of our intake package, the bilingual counselors also complete the HLIS (if necessary) and the informal interviews in English or in the home language, as needed. Entitlement letters are distributed and parent surveys are administered upon enrollment. ESL instruction, if mandated, is initiated as soon as possible, usually within three days of enrollment and, certainly, within the mandated 10 days of enrollment.. Consistent parental involvement and community support are necessary to assure success and continuity. P753K's Parent Coordinator, Darlene Shockness, engages parents and the community by

distributing school information and/or correspondence in students' home languages. Additionally, training is provided on different aspects of their children's education in order to effectively gauge parental involvement and participation, facilitate the school-home connection, and, thereby, support learning, assessments, standards, and the successful achievement of goals.

We routinely provide each newly enrolled student with an academic advisement session with a programmer, a counselor, and the parent. If necessary, a translator is present to assure parental understanding. Parents are advised that we do not offer a bilingual program and that we provide an alternate placement paraprofessional to support the ELL student throughout the instructional day. We carefully describe our freestanding ESL program and advise the parent as to whether services will be provided using a push-in, pull-out, or combination approach. This year every effort has been made to include outside agencies in the educational planning process.

## 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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										0	0	0	0	0
<b>Push-In</b>										10	6	1	4	21
<b>Total</b>	0	0	0	0	0	0	0	0	0	10	6	1	4	21

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	21	Newcomers (ELLs receiving service 0-3 years)	1	Special Education	21
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	19

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

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	1		1	1		1	19		19	21
Total	1	0	1	1	0	1	19	0	19	21

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										9	6	1	3	19
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian										1			1	2
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>10</b>	<b>6</b>	<b>1</b>	<b>4</b>	<b>21</b>								

## 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?

Using the “push-in” model to the greatest extent possible and “pull-out” model, when necessary, the ESL teachers work collaboratively with the classroom teachers and related service providers of our ELL students. Push-in services are provided to heterogeneous groups, based upon the content area being pushed into. To the greatest extent possible, pull-out services are provided in homogeneous groups. Our newly refurbished ESL Language Lab provides a welcoming, print-rich learning environment, when pull-out instruction is provided. The ESL program is standards-driven: the program follows the New York State ESL and Common Core College and Career Readiness standards ensuring that all students meet the requirements for state and local assessment. All ELL students receive the required units as per CR Part 154 and in accordance with the proficiency levels indicated by the most recent NYSESLAT scores: 1 Unit of ESL and ELA for advanced students, 3 units of ESL for beginning and 2 units of ESL for intermediate students (1 unit=180 minutes). Our ESL teachers' schedules are adjusted as needed to ensure that our students (at the main site, at the satellite, at community worksites, and at our inclusion site) are receiving the mandated minutes of ESL instruction as per CR Part 154.

As we are a District 75 high school, serving only students with disabilities in grades 9 thru 12, our program addresses ELL-SWDs. Students who are mandated for bilingual instruction, are provided with alternate placement paraprofessionals, but participate in monlingual English instructional classes supported by a bilingual paraprofessional who speaks the home language and further supported thru ESL instruction. Although our students are classified as 12:1:1, 8:1:1, or 9:1:3, our ESL instructional groups are smaller and usually do not go beyond 4 or 5 students. This is intentional as our teachers push in to our academic classes where students are grouped heterogeneously. Every effort has been made to support our standardized ELL students in meeting the expectations of the academic rigor of their content area instruction. P753K's goal is to afford all students an equal opportunity to a successful education; hence the classroom instruction incorporates ESL strategies to facilitate P753K's goals in all areas, including behavioral. Literacy instruction for ELLs follows the District 75 guidelines supported by multicultural library books, the use of technology, and the adaptation of literacy materials to meet the needs of students with severe disabilities. In addition, some of our ELLs participate in Wilson, Read-180, and Unique Learning Systems. Many of our ELLs participate in Empower 3000.

Our ESL teachers are NYS certified in English as a Second Language. The scaffolding strategies are used to clarify and reinforce classroom learning for our ELL students. Some of the strategies used in our program are modeling, bridging, and schema building.

When possible our students are evaluated in their native languages, often enlisting the support of counselors and/or paraprofessionals who are fluent in the native language. Many of the programs which we use, including Scholastic classroom periodicals and Empower3000, have Spanish translations available on the Internet.

The ESL teacher uses the Intensive English Program by Santillana with all ELL standardized assessment students. In correlation with Scantron assessments, activities bridge phonemic awareness, phonics, structural analysis, comprehension, and the writing process to grade level content and concepts in various social settings and academic environments, such as social studies, science, and literature.

## A. Programming and Scheduling Information

Additionally, technology, multicultural activities and multisensory ESL materials are utilized throughout instruction for ELLs. To meet the needs of our diverse ELL population, ESL teachers individualize instruction by infusing Expressways, Pacemaker, and other adapted programs into content area instruction. The ESL program incorporates ESL strategies such as the TPR (Total Physical Response), CALLA (Cognitive Academic Approach), the Language Experience Approach, the Natural Approach, graphic organizers and visual supports.

Our program is differentiated to provide support to our ELL students based upon their subgroups. Newcomers are paired with peers who speak their native language and assigned to a counselor who speak their native languages. This facilitates socializing and acceptance for the student and improves home-school communication. To the greatest extent possible, newcomers purposefully follow the same schedule as a buddy peer. Although we have no students in the 4-6 year subgroup, who continues to work with a bilingual counselor, follows an individualized program, is purposefully programmed for participation in the Empower3000 Language Edition, newly released to support English Language Learners. Our long-term ELLs are progressing towards the transition to adulthood and participates in our college-readiness advisory. In both cases, they continue to be supported by bilingual counselors and participates in Empower3000 Language Edition. Long term ELL students are supported through AIS, Instructional Technology, vocational training and alternate placement educational assistants. Although no ELLs are receiving 4 to 6 years of services currently, any new enrollees who fall into this category will receive the same supports and continue to be serviced as per their IEPs and in accordance with their NYSESLAT results.

Currently we have no SIFE students. However, in preparation for enrollment we have planned tutoring, pairing with buddy students, aiding in the development of initial literacy in their native languages, and instruction in a nurturing environment which facilitates language production.

In response to the state's citation, P753K provides ESL services to all ELL students, as per their IEPs.

### 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

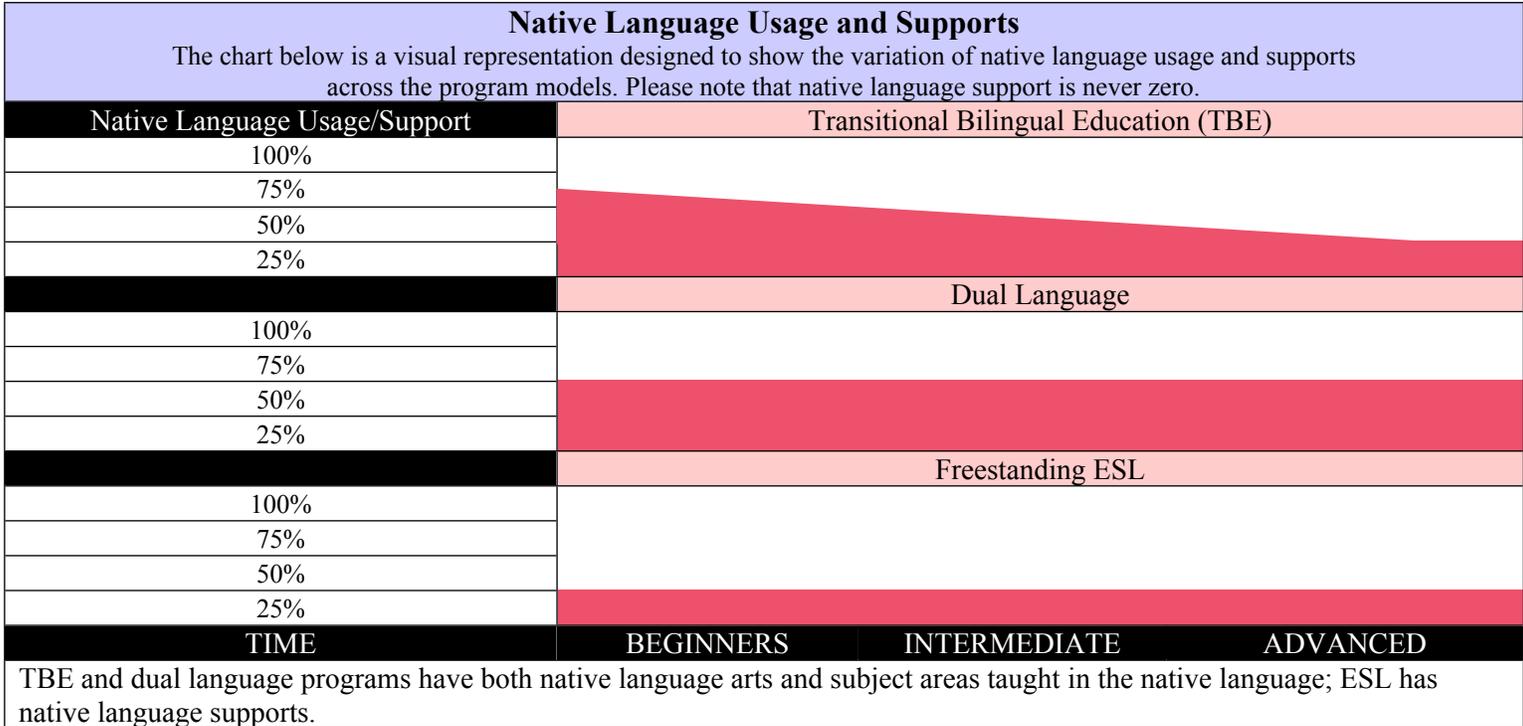
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

### 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
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<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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



**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?

ESL teachers will continue to work collaboratively with classroom teachers to reflect, and effectively plan to assist the ELL learners. Content areas are taught in English with ESL methodologies by Special Education teachers who have completed the mandated 10 hours of Jose P ESL training. Language instruction, linked to subject area teaching/learning is crucial to the success of ELLs in achieving Cognitive Academic Language Proficiency (CALP). For ELLs in grades 9-12, content area instruction is provided using scaffolding techniques and taught through ESL methodologies. ESL strategies include: Total Physical Response (TPR), Language Experience, the Natural Approach, and the use of graphic organizers. If recommended by the classroom teacher, a paraprofessional who speaks the student's native language is assigned to aide the student by providing translation services.

This year we terminated our ESL self-contained community worksite. Originally we had sufficient amount of ELL students placed at community worksites to substantiate having a self-contained ESL worksite. However, due to changes in the student population, this arrangement is no longer feasible. However, we do not plan on making any other changes to our ESL program.

All instruction is aligned with the Common Core College and Career Readiness standards. Alternate assessment content area instruction is aligned with the NYSAA AGLIs. Students no longer requiring Bilingual or ESL services according to NYSESLAT results are supported for two years with ESL instruction through AIS services as per their Individualized Education Plans.

In addition, following a review of their student transcripts, all ELLs are programmed for additional content area-specific skills courses (2 periods per week) in the content areas (Social Studies, Math, Science) with which they are struggling. Most of our ELLs participate in Empower3000's Language Edition, an Internet-based literacy enrichment program specifically designed for ELLs, which is differentiated by student according to reading level. Our ELLs who participate in standardized assessment also participate in our BTC After-school Academy Test Preparation program, which is taught in English, but supported by bilingual paraprofessionals; permission letters are available in English, Spanish, and Haitian-Creole. Native language books, resources, and software are available in the school library, classroom libraries, ESL Language Lab, and Technology Lab. Our ELLs who participate in alternate assessment are invited to participate in our AHRC after-school program; permission letters are available in English, Spanish, and Haitian-Creole. Should the need arise, all letters and parental correspondence about ongoing extra-curricular activities will be translated into other home languages.

Our ELLs who participate in standardized assessment are required to meet the second language requirement for high school graduation. They participate in these courses in the same manner as their monolingual peers do. Our ESL teachers support our standardized students' academic efforts through the push-in model.

### **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.

The ESL teachers will continue to attend district and citywide professional development activities related to the instruction of ELLs and ELLs with disabilities. Our Professional Development plan will include specific training on instructional strategies for ELL students and related issues. Teachers and paraprofessionals serving ELLs will also be supported by the district's instructional Coaches. In addition, the school will ensure the attendance of ESL, monolingual teachers, and paraprofessionals at district, city and state wide conferences focusing on the education of ELLs. Topics for our in-house "0" period professional development include use of graphic organizers, Language Experience Approach, use of Empower3000, and an introduction to NYSESLAT.

- 1/28/13 - Language Experience approach
- 2/11/13 - Graphic Organizers
- 3/11/13 - Empower3000 Language Edition
- 4/15/13 - NYSESLAT exam

Teachers, other than the two certified ESL teachers, who have not already done so, will participate in Jose P. training. Certificates of completion are maintained in the teachers' files and copies are kept in the ESL compliance binder.

### **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?

Options for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level. Consistent parental involvement and community support are necessary to assure success and continuity. P753K's Parent Coordinator, Darlene Shockness, will engage parents and the community by distributing school information and/or correspondence in students' home languages. Automated telephone messages to advise parents of upcoming events are also completed in the home language. Additionally, training will be provided on different aspects of their children's education in order to effectively gauge parental involvement and participation, facilitate the school-home connection, and, thereby, support learning, assessments, standards, and the successful achievement of goals. Our Parent Coordinator, Darlene Shockness, and our Transition Coordinator, Debra Haywood, have forged a partnership with National Association for Mental Illness (NAMI) to support our parents in their struggles with their children's emotional challenges. Bilingual counselors from NAMI are available to support the parents of our ELLs at our PTA meetings and by telephone.

At all parental events, including monthly PTA and SLT meetings, translators are available to assist parents and facilitate their continued involvement. Informal parental interviews are conducted to ascertain the language with which the parent is most comfortable and determine what the specific needs of each parent/guardian. The results of these interviews influence upcoming parental activities. In addition, as needed, a bilingual Spanish family worker supports the attendance team in reaching out to parents via out reach telephone calls and home visits. Throughout the course of the academic year, every effort is made to have the parents/guardians complete the Vocational Assessment Parent Interview which helps to guide transition planning.

Throughout the IEP process, parents of our Spanish-speaking ELLs are supported by a bilingual Spanish-speaking family assistant who is a member of our school-based IEP team. Invitation letters for IEP and EPC conferences are printed in the home language.

## **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)										4	1	1	1	7
Intermediate(I)										5	4	0	1	10
Advanced (A)										2	0	1	1	4
Total	0	0	0	0	0	0	0	0	0	11	5	2	3	21

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	1		0	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	1		0	
Living Environment	1		0	
Physics				
Global History and Geography	1		0	
US History and Government	1		0	
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

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

As we are a high school, we assess the literacy skills of our ELLs as we assess the literacy skills of our entire population. The Data Specialist, Barbara Silverman, administers a comprehensive review of the test histories of all students thru REXH. This review helps to determine if ELLs should be recommended for re-evaluation to alternate assessment or standardized assessment and influences their placement within our academic classes. Our English teachers capture baseline writing samples from our ELLs and share them with the ESL teachers and the Compliance Liaison. Our ELLs complete Ed Performance assessments three times per year. Results are analyzed to determine suggested instructional objectives and influence student programming for the following academic cycle.

Our ELL students are divided into the following grades: 10 students in grade 9, 6 students in grade 10, 1 student in grade 11, 4 students in grade 12. All but 4 of our ELL students are in a 12:1:1 setting, with 3 students who are 8:1:1 and 1 student who is 9:1:3. All 21 ELLs are being serviced as per their IEPs. Of the identified ELL students, 1 is in Alternate Placement and the others are ESL only as per their Individual Education Plan recommendations. Students in Alternate Placement settings are taught by teachers using ESL strategies and supported by Alternate Placement paraprofessionals who speak the native languages of the students. Books in the native languages are available in the classroom libraries. The current NYSESLAT scores are as follows: for our alternate assessment students: we have 2 students who scored at the beginner level, and 3 intermediate scores. Among our standardized ELL students, 7 scored at the intermediate level, 5 at the beginner level, with 3 students scoring at the advanced level and 1 student scored proficient. Our 2 ELLs who were eligible to take the NYSAA all scored at levels 3 or 4 in all content areas. Currently, there are 19 students who speak Spanish, and 2 students who speak Haitian Creole.

Students performed better in listening and speaking on the NYSESLAT than in reading and writing. Hence, the areas of focus for ESL instruction, in accordance with the target Common Core reading and writing standards, are reading and analyzing informational text. Our NYSAA students all scored at levels 3 or 4 in all content areas. Our standardized students have difficulty with passing the RCT and Regents examinations. Six ELLs took the New York State examinations last year. Two ELLs passed the RCT in Writing. One ELL passed the RCTs in Reading, one passed the RCT in Math and one passed the RCT in Global Studies. No ELLs passed any Regents examinations

Every year following the administration of NYSESLAT and the RCT and Regents exams, the Language Allocation Team reviews the results to evaluate the success of our ESL program. The data specialist provides an analysis of the Ed Performance periodic assessments, NYSESLAT results, RCT/Regents exam results, Empower3000 assessments, Brigance inventories, and NYSAA results for all ELLs. Through a process of collaborative inquiry, the team members determine the changes that need to be made for the upcoming year and strategize to successfully implement them.

## 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 School for Career Dev

**School DBN:** 75K753

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Yvrose Pierre	Principal		1/15/13
Valerie Wahrman	Assistant Principal		1/15/13
Darlene Shockness	Parent Coordinator		1/15/13
Jacqueline Yizar	ESL Teacher		1/15/13
	Parent		1/1/01
Albert Justiniano	Teacher/Subject Area		1/15/13
Ruben Gomez	Teacher/Subject Area		1/1/01
Barbara Silverman	Coach		1/15/13
	Coach		
Valentin Martinez	Guidance Counselor		1/15/13
Ketler Louissaint	Network Leader		
ASaad Ahmed	Other <u>ESL teacher</u>		1/15/13
	Other		
	Other		
	Other		

## LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

*Requirement under Chancellor's Regulations – for all schools*

DBN: 75K753 School Name: Brooklyn School for Career Developm

Cluster: 755 Network: 5

**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.

Data regarding the specific home languages is provided by the Pupil Accounting Secretary thru ATS reports and confirmed by the IEP Coordinator. The ELL Compliance Liaison reviews the intake documents for all newly enrolled students to determine the preferred language and mode of home communication. Translation in Spanish and Haitian-Creole is readily available. Translation in other languages is provided by the appropriate alternate placement paraprofessional. Written translation and oral translation needs are based upon data collected during the intake process and thru ATS reports. We look at the IEP, student records, and the Home Language Identification Survey. In collaboration with the SLT, PTA, and Parent Coordinator, we have established a system to support the parents' needs by providing translators and using technology to prepare memos and letters to engage parents in the affairs of the school community.

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.

The findings indicate that all classroom teachers must be provided with the necessary information about the home language to facilitate teacher-parent communication. The Parent Coordinator and the IEP Coordinator will help the school verify the accuracy of information disseminated throughout the school community. Through parent conferences, PTA meetings, parental involvement meetings, and the Parent Coordinator's newsletter, relevant information is distributed to the community. Part of our funding is allocated to compensate in-house staff who are proficient in Spanish and Haitian-Creole for the purpose of providing translation services for our parents and guardians who have limited English proficiency. In addition, out staff members are available to provide translation services on an ongoing basis. This year there is an increased number of parents needing written and/or oral translation services. A review of ATS, CAP, and SESIS indicates that 19 parents/guardians speak Spanish, and 2 speak Haitian-Creole.

## 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.

Written translation will be expanded to facilitate communication in all indicated home languages. Translation will be provided by in-house school staff, including bilingual social workers, teachers, and paraprofessionals. Parents are provided with information on the Bill of Rights and Responsibilities in their respective home languages. The school provides and posts signage in languages other than English. Administration and staff are aware of the translation services that are available through the DOE Translation Unit for Written Documents. Our corrective reading program, Empower3000, facilitates communication with the homes of many of our limited English proficient parents/guardians by providing periodic correspondence in Spanish. Staff members are available to translate Spanish, Haitian-Creole, French, Arabic, and Russian.

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 will be provided in a similar manner as written translation services are provided. Oral translation will be provided by in-house school staff, such as bilingual social workers, teachers, paraprofessionals, and DOE on-line translation services. Our automated telephone outreach system, School Messenger, calls the homes of absentees each evening in the student's respective home language. Our bilingual Haitian-Creole Pupil Accounting Secretary and our bilingual Spanish Family Worker aide in providing translation as part of our daily outreach efforts. Also, the bilingual Spanish Family Worker supports our outreach efforts by making home visits.

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>.

The Parent Coordinator disseminates the parental notification of translation and interpretation services that are school-based through outreach efforts, in print and via telephone. We also post signage at the school entrance that informs parents/guardians about the translation services that are provided in our school. Our safety plan specifically indicates the names of bilingual staff members who can facilitate emergency communication with the administration. All of our disciplinary letters are available in the home languages of all current students and are updated based upon the ELL Compliance Liaison's ongoing review of intake documents.