



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** BROOKLYN TECHNICAL HIGH SCHOOL  
**DBN (i.e. 01M001):** 13K430  
**Principal:** RANDY J. ASHER  
**Principal Email:** RASHER@SCHOOLS.NYC.GOV  
**Superintendent:** KAREN WATTS  
**Network Leader:** JOE ZAZA

### School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Randy J. Asher	*Principal or Designee	
Elizabeth Johnson	*UFT Chapter Leader or Designee	
Mariet Morgan	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
Chantay Young	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Mathew M. Mandery	CBO Representative, if applicable	
Paul Hoftzyer	Member/ CSA	
Joe Connell	Member/ UFT	
Paula McKinnon	Member/ UFT	
Solomon Panitz	Member/ PTA	
Ivonne Morales-Lopez	Member/ PTA	
Cindy Kue	Member/ PTA	
April Bennett-Cherry	Member/ PTA	
Adip Vora	Member/ Student	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed
<b>School Leadership Team Signature Page</b>
<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
▪ Annual Goal
▪ Comprehensive Needs Assessment
▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
▪ Budget & Resource Alignment section (indicating all funding sources)
<b>Academic Intervention Services (AIS)</b>
<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
 We will align our curricula to the Common Core Standards for ELA and Mathematics in grade 9, and to the NY State Standards for all other grade levels and content areas.

### **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.  
 Required by 2013 Citywide Instructional Expectations.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- A. Strategies/activities that encompass the needs of identified subgroups**
1. Teachers will incorporate multiple entry points to ensure that all students are actively engaged.
  2. Teachers will generate essential questions to use in stimulating student thinking.
  3. Teacher teams will identify any gaps and misalignments in our present curriculum and modify accordingly.
- B. Key personnel and other resources used to implement each strategy/activity**
1. Instructional staff, coaches and school administrators will work collaboratively to align the curriculum.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Gap analysis to be completed by February 2, 2014 to determine which courses have been aligned and which courses must be mapped against the standards.
  2. Courses mapped to the standards will be posted on the "Syllabi" section of the school website by February 2, 2014.
  3. Additional courses will be posted following approval by the corresponding Assistant Principal/Department Coordinator.
- D. Timeline for implementation and completion including start and end dates**
1. Gap analysis completed from September 2013 to February 2014.
  2. Courses mapped will be posted on the website as they are completed in real time.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Circular 6R "Common Planning Time" groups will complete the majority of the mapping task.
  2. Per Session may be allocated to provide additional time for specific courses.
  3. Instructional Coaches will coordinate the task in ELA and Mathematics.

### **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).  
 Common Core was presented to the Parent Teacher Association at the October 2013 meeting. The SLT is actively monitoring the progress on this goal at monthly meetings. Curricula is posted on the school website for external review by parent, prospective students, and other schools.

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

✓	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	✓	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.  
 VATEA funds may be used to support curriculum alignment for approved CTE sequences.

## Goal and Action Plan #2

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
 Provide support to teachers through frequent classroom visits aligned to Danielson's *Framework for Teaching* as the required rate based on teacher model selections.

Brooklyn Tech administration will complete 1,172 observations.

**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.

Required by 2013 Citywide Instructional Expectations.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Survey teachers regarding areas of concern/professional development needs by content area or by Danielson component.
2. Plan a specific observation in advance to target specific predetermined components for each teacher.
3. Provide actionable feedback, coaching, and targeted professional development in response to patterns of outcomes of teacher performance.
4. Create a menu and templates of suggested artifacts that align to specific components for optional teacher submission.

**B. Key personnel and other resources used to implement each strategy/activity**

1. Instructional faculty, Assistant Principals, Principal, Coaches, Department Coordinators.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Conduct Survey and result analysis by February 3, 2014.
2. Planning cycle to be completed by February 3, 2014 for ¾ of instructional faculty.
3. As needed with teacher evaluation of professional development for supervisory feedback.
4. Menu posted on faculty section of school website by December 16, 2013.

**D. Timeline for implementation and completion including start and end dates**

5. Conduct Survey and result analysis by February 3, 2014.
6. Planning cycle to be completed by February 3, 2014 for ¾ of instructional faculty.
7. As needed with teacher evaluation of professional development for supervisory feedback.
1. Menu posted on faculty section of school website by December 16, 2013.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Cabinet, departmental, and faculty meetings allocated to professional development.
2. Common Planning Time to be used for specific goals as determined by teachers in consultation with direct supervisors.
3. SLT will monitor progress at monthly meetings.

**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 new teacher evaluation protocols will be presented to parents at the March Parent Teacher Association meeting.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

✓	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	✓	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

VATEA funds for Career & Technical Education.

**Goal and Action Plan #3**

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.

To create a task force which will identify problematic areas of student wellness and propose potential solutions.

**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.

In recognition of the student stress levels, need for additional guidance and support services, and social/emotional growth strategies as communicated by all school constituencies.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Student well-being committee will continue to address creation of an environment promoting social and emotional health of students.
2. Exploration of Advisory model
3. Conduct a school wide Parent Conference with a focal theme of academic stress
4. Review of Testing protocols and policies

**B. Key personnel and other resources used to implement each strategy/activity**

1. Extend guidance services to incorporate classroom teachers in student support roles.
2. Parents, students and members of the faculty to serve on Task Force or appropriate sub-committees.
3. External network resources made available to Task Force team.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. TBD by Task Force. Proposals due no later than April 15, 2014.

**D. Timeline for implementation and completion including start and end dates**

1. See above.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Per session made available to support Task Force.

**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).

Parents will serve on Task Force and subcommittees.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

✓	Tax Levy		Title IA		Title IIA		Title III		Set Aside	✓	Grants
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List any additional fund sources your school is using to support the instructional goal below.

VATEA grants may support Task Force work for CTE faculty members.

**Goal and Action Plan #4**

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.

Continue the Middle School Outreach Program to inform potential students and their parents about the programs offered at Brooklyn Technical High School.

**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.

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

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Brooklyn Tech will develop an outreach plan to encourage underrepresented middle schools to:

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

**B. Key personnel and other resources used to implement each strategy/activity**

1. Parents, students, faculty, administration, and the Brooklyn Tech Alumni Foundation

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Creation of a Middle School recruitment brochure for Brooklyn Technical HS
2. Creation of a Middle School recruitment brochure for the National Grid STEM Pipeline Project
3. Analysis of enrollment trends to determine successful outreach to targeted middle schools.
4. Conduct training sessions/certification for members conducting outreach events.

**D. Timeline for implementation and completion including start and end dates**

1. Ongoing.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Per session and volunteer hours.

**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).

Parents are instrumental in recruitment of new students. Engage additional parents into our branding campaign.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

✓	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	✓	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

Alumni Funded support for recruitment.

**Goal and Action Plan #5**

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

- 1.

**B. Key personnel and other resources used to implement each strategy/activity**

- 1.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- 1.

**D. Timeline for implementation and completion including start and end dates**

- 1.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

***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).

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Varied depending on individual need	Tutoring, small group	<u>Tutoring Schedule</u>
<b>Mathematics</b>	Varied depending on individual need	Tutoring, small group	<u>Tutoring Schedule</u>
<b>Science</b>	Varied depending on individual need	Tutoring, small group	<u>Tutoring Schedule</u>
<b>Social Studies</b>	Varied depending on individual need	Tutoring, small group	<u>Tutoring Schedule</u>
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Individual Counseling, Group Therapy	1:1, small group, as needed	Before, During, After

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>X Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required 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**

**N/A**

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY 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, 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:*

- Creating and maintaining the Office of Student & Parent Engagement and an Assistant Principal with the primary responsibilities to manage this office, supervise the Parent Coordinator, and serve as liaison to the PTA.
- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed;
- 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 programs and the Parent Involvement Policy;
- 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 and Parent Workshops;

*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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>01</b>	Borough <b>Brooklyn</b>	School Number <b>430</b>
School Name <b>Brooklyn Technical High School</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Randy Asher</b>	Assistant Principal <b>John Arias</b>
Coach	Coach
ESL Teacher <b>Li Trotter</b>	Guidance Counselor <b>Gina Paulson, Paula Mckinnon</b>
Teacher/Subject Area <b>Marc Williams - English</b>	Parent <b>Kimberly Henry</b>
Teacher/Subject Area <b>Debra Rothman - English</b>	Parent Coordinator
Related Service Provider <b>Monti-Wohlpert, Timothy</b>	Other <b>Gary Biester - Math</b>
Network Leader(Only if working with the LAP team) <b>Joseph Zaza</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 currently teaching in the ESL program.	<b>3</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>3</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<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>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>5464</b>	Total number of ELLs	<b>5</b>	ELLs as share of total student population (%)	<b>0.09%</b>
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## Part II: 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> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
self-contained										2				2
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	2	0	0	0	2

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	5	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	0
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	0

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	3			2						5
Total	3	0	0	2	0	0	0	0	0	5

Number of ELLs who have an alternate placement paraprofessional: 5

### 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese										3				3
Russian										1				1
Bengali										1				1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	5	0	0	0	5

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	1	2	1		4
NYSAA Bilingual (SWD)					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	1				1		2		4
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8			1		2		1		4
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
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								

**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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Our ELLs are identified through RLER, RLAT, RFLG, and RHSP reports on ATS. The data from the exam history states that our ELL students have received services prior to attending Brooklyn Tech High School therefore their previous schools have administered the Home Language Identification Survey, the LAB-R exam and the NYSESLAT. The students have scored Intermediate and Advanced on the NYSESLAT. This data helps to inform our school's instructional plan because we have to program students for the mandated minutes based on their proficiency level, Intermediates (I) receive 360 minutes of ESL, and Advanced students receive 180 minutes of ESL and 180 minutes of ELA.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
If we were to have any Spanish speaking ELL students we would also administer the Spanish LAB, but we have not had any Spanish speaking ELL students attend Bklyn Tech. We then provide our ELLs with a program that meets their needs. All our ELLs are Advanced. We have administered the LAB-R to a new student and he scored Proficient and does not qualify for ESL services. We have 4 students that have scored Advanced on the NYSESLAT and will continue to receive services.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

All students have scored advanced on the NYSESLAT and are entitled to ESL services.

4. For each program, answer the following:
- 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?

Our school has a Freestanding ESL program. No classes are given in the native language. ELL periodic assessments are used to address the continued need for ESL and teachers are required to give extended time on school exams. ELL students are improving their skills in English. No native language is used at our school. Most of our ELLs are Advanced. The ELL's receive 1 period of ELA and 1 period of ESL. If the ELL's are Intermediate they receive 1 period of ELA and 2 periods of ESL. All ELLs have approximately 8/9 classes in their programs plus lunch. We try to complete the placement program for our ELLs within a 10 days period from admission to the school. ELLs follow the same curricula across content areas as any other student at Brooklyn Technical High School. They follow the curricula approved by the State and City of New York. They attend classes the same amount of periods required as any other student in the general education population and take the same exams to meet the course requirement. Beginner ELL students are entitled to 540 minutes of ESL instruction, Intermediate ELL's are entitled to 360 minutes of ESL instruction, and Advance ELL's are entitled to 180 minutes of instruction in ESL.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?  
Parents are notified of their son/daughter continuance in the ESL Program in English and their native language. Brooklyn technical High School honors the choice parents have made for their children when the student is admitted to the school. The Placement letters are sent home via postal service and through the students. If a parent asks for an interview to discuss the ESL program, he or she will meet with Mr. Arias, A.P. for World Languages/ESL. If a translator were to be needed, one would be provided but so far all of our ELL parents have been able to communicate in English. ELL students are given a chance to take the NYSESLAT exam in the Spring. Teachers are made aware of who their ELL students are, thus they need to give these students extended time on school exams.

7. 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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
ELL students are given a chance to take the NYSESLAT exam in the Spring. Most of our students score proficient upon taking the

exam. We look at the results when they are published. If the student does not score proficient we follow the recommendations given by looking at the results of the examination to see where more support is needed in order to help the student achieve mastery in the particular area (speaking, listening, reading or writing) and provide the student with the necessary ESL class to further assist the student in his/her academic achievement. If the student scores proficient, he/she can continue to receive academic support through our tutorial program during periods 9/10. The ESL model used at Brooklyn Technical High School is a Freestanding ESL Program and it is aligned with the parent request. We do not offer a Bilingual Program nor a Dual Language program in our school. We do not have the number of students needed to provide these programs. Parents are informed through the interview process and through an interpreter if necessary about our Freestanding ESL Program and we give them the choice to send the student to another site if they were to insist on a Bilingual or Dual language program. This has not happened since most of the students who come to us have been in the system and when they come to us they already speak English pretty well and most of the parents also speak English well enough to converse with the school personnel.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).) HLIS was done with parent, oral interview conducted in English with a native language translator, and the formal assessment was conducted with LAB-R.
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. Parents are informed in English and/or native language of the different programs available for ELL's. Parents are shown the videos provided by the DOE in order to make an informed decision.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
Continued Entitlement letters are generated on school letterhead in English and native language if available. We provide a copy of the entitlement letter to the student and have the student sign that they have received it. The intent is to send the information home via student. A copy of the same letter is mailed to the parent.
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.  
We try to complete the placement program for our ELLs within a 10 day period from admission to the school. ELLs follow the same curricula across content areas as any other student at Brooklyn Technical High School. They follow the curricula approved by the State and City of New York. They attend classes the same amount of periods required as any other student in the general education population and take the same exams to meet the course requirements. Parents are notified of their son/daughter continuance in the ESL Program in English and their native language. Brooklyn Technical High School honors the choice parents have made for their children when the student is admitted to the school. The Placement letters are sent home via postal service and through the students. If a parent asks for an interview to discuss the ESL program, he or she will meet with Mr. Arias, A.P. for World Languages/ESL. If a translator were to be needed, one would be provided but so far all of our ELL parents have been able to communicate in English. All documents including placement, continued entitlement letters are kept in individual student folders in a file cabinet in room 6W20.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
ELL students are given a chance to take the NYSESLAT exam in the Spring.

6. 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.) 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
- A folder is kept by Mr. Arias for each ELL student where all documentation regarding the ELL student can be found in (6w20). Once the student has been placed in the Advanced ESL class the student also receives the rest of his/her program with all the other subject classes needed, level appropriate. If communication with the parents is needed in the native language; it is provided by the school. Most parents request the Freestanding ESL program we have at Bklyn Tech. H.S. and or they want their son/daughter out of ESL because they feel their son/daughter can communicate in English effectively. In the past 7 years since I have been at Bklyn Tech. H.S. the only selection has been Freestanding ESL Program.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

The organizational model is self-contained. All students regardless of grade are in one class. All instruction is delivered in English. The primary goal of our Freestanding ESL program is to assist students in achieving English Language Proficiency within three years. To amplify the literacy and academic skills of ELLs who participate in the program. To incorporate recognized and researched based ESL instructional strategies across the content areas. To provide students with the skills needed to perform at city and state level in all subject areas. Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging Schema Building, Contextualization, Text Representation and Metacognition.
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)?

Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and running records. Additional small group session for each prior to all state assessments, to focus on literacy and academic language. One period of ELA and one period of ESL was provided daily five days a week from 2012-2013, since the students are in the Advanced level. The organizational model is Self-Contained. The ESL class is homogeneous in terms of level but the content area subjects are in mixed groups (ELLs and general Ed. students). All students follow their program daily for the same amount of time (45 to 47) minutes of instruction per period). The student program reflects the days the student(s) must report to class, attendance is taken regularly by the teacher and submitted at the end of each week for record keeping. If the student(s) were not to attend class regularly the teacher would notify the A.P., the parents of the student and the Guidance counselor.

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 foster language development and meet the demands of the Common Core Learning Standards.

Teachers in the content areas look at the results of students' performances in order to differentiate instruction and attend to the needs of their students. Instruction is in English and teachers adhere to the specific curriculum for the content area aligned with the Common Core State Standards.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
Students receive 180 minutes plus of instruction weekly. Students are instructed and evaluated in English.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
We offer our ELLs periodic assessments to determine their English Progress/ acquisition.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

We do not have SIFE students at Brooklyn Technical High School. We do not have ELLs receiving 4 to 6 years of ESL instruction. We do not have any ELLs with special needs, Assessment testing modification or test taking skills class. Former ELL students are entitled to extended time on class assessments.

7. 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?  
All instruction is delivered in English. The primary goal of our Freestanding ESL program is to assist students in achieving English Language Proficiency within three years.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?  
At present Brooklyn Tech. High School does not have any ELL students with disabilities. Therefore, we do not have in place instructional strategies and grade-level materials for this type of student. If we had this type of student, we would make all the necessary arrangements to have the instructional strategies and grade-level materials available for them. Brooklyn Tech. High School does not use curricular, instructional, and scheduling flexibility to meet the needs of ELL-SWDs within the least restrictive environment because we do not have this type of student. If we had this type of student in our school all his/her needs would be met within the least restrictive environment as we do presently with any of our students in the general Ed. population. We would look at the IEP that would accompany the student(s) and we would follow the suggestions indicated in said document in order to best service the needs of the student(s).

### 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
--------------------	----------------------------	--------------------	----------------------------

### 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

Native Language Arts:				
Social Studies:				
Math:				
Science:				
Spanish	Spanish/English			
French	French/English			
Italian	Italian/English			
Chinese	Chinese/English			

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

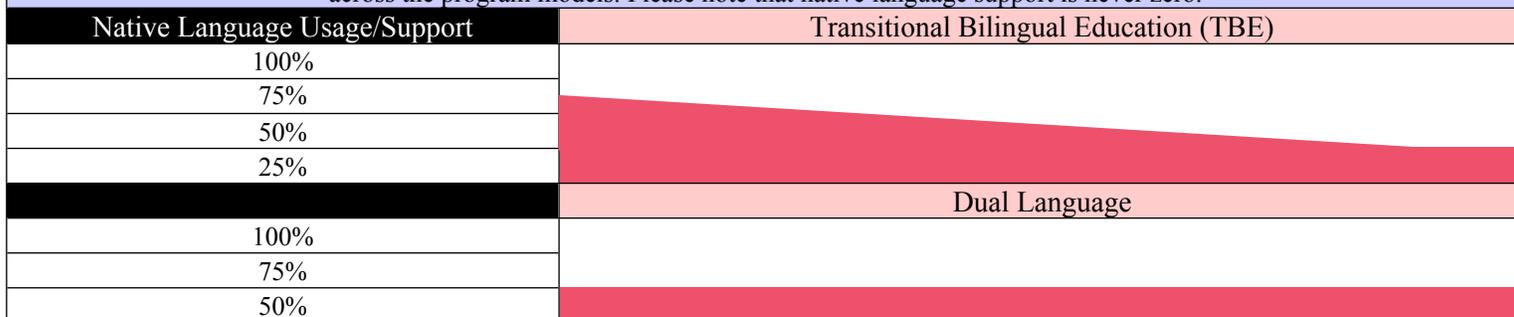
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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



25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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**

9. 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.  
There are no courses taught at Brooklyn Technical High School in Languages Other than English with the exception of Chinese, Italian, French and Spanish that are offered as Foreign Languages.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
ELL students are receiving the mandated instructional time across the content areas as well as in ESL.
11. What new programs or improvements will be considered for the upcoming school year?  
None at present.
12. What programs/services for ELLs will be discontinued and why?  
No current service will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All ELL students have the same access across the content areas and after school activities. School programs such as College-Readiness are advertised on the school website. The school website menu is available in languages representative of our school community.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
Textbooks, online textbooks, resources, technology (smart board), computer labs, among others.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
There is no native language support delivered in any program. Are ELL population functions at an advanced level using the English language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
Brooklyn Tech High School follows the mandated services required for ELL students to the best of its ability starting with the HLIS to programming the student appropriately and providing all the necessary support via tutoring and guidance. Teachers of ELL students are informed that the ELL students are entitled to extra time on local or state assessments if they need it.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.  
New ELL students join the general ed population on the various orientation sessions provided for parents and students in order to make the transition from middle school to high school easier. Brooklyn Tech High School does not have ELL students enrolling throughout the school year because we are a specialized high school. Students must take an entrance exam to attend the school.
18. What language electives are offered to ELLs?  
Chinese, Spanish, French and Italian.
19. For schools with dual language programs:
  - a. How much time (%) is the target language used for EPs and ELLs in each grade?
  - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - c. How is language separated for instruction (time, subject, teacher, theme)?
  - d. What Dual Language model is used (side-by-side, self-contained, other)?
  - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

All staff members have attended 7.5 hours of Professional Development on Common Core Learning Standards and Danielson Frameworks on September 4<sup>th</sup>, 2013 . Furthermore, all staff members are encouraged to attend various professional development conferences throughout the year as the information is disseminated to us through the DOE.

#### **D. Parental Involvement**

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

Our former parent coordinator reached out to parents via e-mail, letters home in the parents native language. Parents were invited to attend PTA meetings where interpreters were available to assist them. ELL parents were invited to attend an international dinner in order to welcome them to the school community. On Parent/Teacher conferences parents had interpreters to help them communicate. The school website menu is available in several languages representative of our school community. The staff at large including guidance and administration always makes use of the translation services unit to conference with parents. At the various PTA meetings parents have been asked what are their most important concerns that they would like the school to address. Parents have been asked to express their concerns in order for us as a community to address their needs.

#### **E. 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.

None

## Part VI: LAP Assurances

School Name: Brooklyn Technical High School

School DBN: 13K430

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/8/13
	Assistant Principal		10/8/13
	Parent Coordinator		10/8/13
	ESL Teacher		10/8/13
	Parent		10/8/13
	Teacher/Subject Area		10/8/13
	Teacher/Subject Area		10/8/13
	Coach		10/8/13
	Coach		10/8/13
	Guidance Counselor		10/8/13
	Network Leader		10/8/13
	Other		10/8/13

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

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

Cluster: **CFN** Network: **201**

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

**Part A: Needs Assessment Findings**

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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.

Home Language Survey, Self-reporting from Guidance Counselors & teachers.

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.

While the results of the Language Survey indicate a large number of our parents prefer to be notified in English, approximately 1/3 of our non-English speaking households indicated Chinese as their language of preference.

## 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 services are mainly provided in-house by school staff and parent volunteers. More detailed and intricate documentation will be translated by an outside vendor. All pertinent information is posted on the school website, which offers immediate translation in 28 languages.

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.

The school utilizes over-the-phone translation services when necessary. Staff members who are able to serve as translators are called upon for various situations throughout the day. We utilized the services of an outside vendor to translate for parents during Parent Teacher Conferences.

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 meet the needs of the school community, the school has hired a number of bi-lingual staff members, including teachers, guidance counselors, school psychologist, and support staff - Chinese, Spanish, Urdu, Korean, Russian, French.