



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE BROOKLYN LATIN SCHOOL
DBN (i.e. 01M001): 14K449
Principal: GINA MAUTSCHKE
Principal Email: GMAUTSCHKE@SCHOOLS.NYC.GOV
Superintendent: AIMEE HOROWITZ
Network Leader: MARGARET STRUCK

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
Gina Mautschke	*Principal or Designee	
Chanika Perry	*UFT Chapter Leader or Designee	
Nadine Woloshin	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Sakeena Hussain Marie Louis	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Anthony Stromoski	Member/ Teacher	
Michael Caputo	Member/ UFT Delegate	
Naomie Kachel	Member/ Teacher	
Leslie Wolf-Creutzfeldt	Member/ Parent	
Sheila Olive	Member/ Parent	
Forde Coppin	Member/ Parent	
Tracey Stefanson	Member/ Parent	
	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	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ 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)
X	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

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.

By August 1, 2014, 45 percent of our graduates will earn an IB Diploma.

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.

•Last summer, the faculty met to identify strengths and weaknesses of our school and to develop school goals for the 2013-2014 school year. Strengthening the IB Programme, improving student performance on the IB examinations, and maintaining our students' high college acceptance rate were identified by the faculty as the major goals for our school.

•The IB Programme drives all that we do: philosophy, curriculum, and budget. The requirements exceed those of New York City and New York State and they serve as the bar by which we measure our progress. In 2011, thirty-three percent of our students earned an IB Diploma. In 2012, thirty-seven percent of our graduates earned an IB Diploma. In 2013, forty percent of our students earned an IB Diploma. We used this historical data to establish this goal.

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. We have designed our curriculum so that each of our students is taking fourteen college level International Baccalaureate Programme classes before they graduate.
2. We have planned the 9-12 curriculum back from end of course International Baccalaureate Assessments, scaffolding the curriculum from ninth grade through twelfth grade ensuring that our students are ready for International Baccalaureate assessments and college level work.

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

1. Assistant Principals, grade level leaders, department chairs, teachers, advisors, counselors, and staff members will all be responsible for this goal.

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

1. We have developed and implemented a two year college preparation course that will guide our students through the college process from determining the criteria for a college or university through the transition from high school to college.
2. The grade level teams have used their meetings to check for students who may be off track for graduation, to monitor students who may be off track for an IB Diploma, to check in on and support students who are struggling, to discuss best practices for teachers in supporting students, and to celebrate student successes.

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

1. The implementation timeline is from September 2013 through May 2014.

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

1. We spend nearly \$100,000 of tax levy money to pay for IB fees, IB student testing fees, programs such as IB's Managebac to support students in the completion of their IB requirements, and IB professional development for teachers and staff. All of this money comes from tax levy allocations.

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).

- We will host Information nights for each class (i.e. 9th grade, 10th grade, 11th grade, 12th grade) at the beginning of the school year to review academic expectations, including those required by the IB Programme.
- We will create an IB Guide so parents, students, and families are aware of the philosophy, expectations, procedures, and deadlines for the IB Programme at TBLS.
- We will send out a weekly newsletter called The Friday Flash with updates and information regarding school life at TBLS.
- We will hold IB information sessions for the families of 10th and 11th grade students to inform them of the philosophy, expectations, procedures, and deadlines for the IB Programme at TBLS.
- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.

Budget and Resource Alignment

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

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

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.
 By August 1, 2014, 100 percent of our graduates will be accepted to a four-year college or university.

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.

- Last summer, the faculty met to identify strengths and weaknesses of our school and to develop school goals for the 2013-2014 school year. Strengthening the IB Programme, improving student performance on the IB examinations, and maintaining our students' high college acceptance rate were identified by the faculty as the major goals for our school.
- Our goal is for every one of our graduates to gain admission to a four year college. We feel strongly that focusing on our IB program will give all of our students the knowledge, skills, and character to gain admission to a four year institution.

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. We have designed our curriculum so that each of our students is taking fourteen college level International Baccalaureate Programme classes before they graduate.
2. We have planned the 9-12 curriculum back from end of course International Baccalaureate Assessments, scaffolding the curriculum from ninth grade through twelfth grade ensuring that our students are ready for International Baccalaureate assessments and college level work.

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

1. Assistant Principals, grade level leaders, department leaders, teachers, advisors, counselors, and staff members will all be responsible for this goal.

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

1. We have developed and implemented a two year college preparation course that will guide our students through the college process from determining the criteria for a college or university through the transition from high school to college.
2. The grade level teams have used their meetings to check for students who may be off track for graduation, to check in on and support students who are struggling, to discuss best practices for teachers in supporting students, and to celebrate student successes.

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

1. The implementation timeline is from September 2013 through May 2014.

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

1. We spend nearly \$100,000 of tax levy money to pay for IB fees, IB student testing fees, programs such as IB's Managebac to support students in the completion of their IB requirements, and IB professional development for teachers and staff. All of this money comes from tax levy allocations.

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).

- We will host Information nights for each class (i.e. 9th grade, 10th grade, 11th grade, 12th grade) at the beginning of the school year to review academic expectations, including those required by the IB Programme.
- We will create an IB Guide so parents, students, and families are aware of the philosophy, expectations, procedures, and deadlines for the IB Programme at TBLS.
- We will send out a weekly newsletter called The Friday Flash with updates and information regarding school life at TBLS.
- We will hold IB information sessions for the families of 10th and 11th grade students to inform them of the philosophy, expectations, procedures, and deadlines for the IB Programme at TBLS.
- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	Tax Levy		Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

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.
By June 26, 2014, 30 percent of our graduates will earn an Advanced Regents Diploma.

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.
Last summer, the faculty met to identify strengths and weaknesses of our school and to develop school goals for the 2013-2014 school year. Strengthening the IB Programme, improving student performance on the IB examinations, maintaining our students' high college acceptance rate, and improving student performance on NYS Regents resulting in Advanced Regents diplomas were identified by the faculty as the major goals for the school. In 2012, twenty nine percent of our graduates earned the Advanced Regents Diploma. In 2013, fifteen percent of our graduates earned the Advanced Regents Diploma. We used this historical data to establish our goal.

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. We have designed our curriculum so that each of our courses are aligned to the NY State Regents in grades 9 and 10, and aligned to the International Baccalaureate exams in grades 11 and 12.
B. Key personnel and other resources used to implement each strategy/activity
1. Assistant Principals, grade level leaders, department chairs, teachers, advisors, counselors, and staff members will be responsible for this goal.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. We have developed and implemented a two year college preparation course that will guide our students through the college process from determining the criteria for a college or university through the transition from high school to college.
2. The grade level teams have used their meetings to check for students who may be off track for graduation, to check in on and support students who are struggling, to discuss best practices for teachers in supporting students, and to celebrate student successes.
3. We will perform Transcript Reviews with students to identify and monitor students who may be off track for an Advanced Regents Diploma.
4. We will target the IB Spanish and IB Latin students to take the LOTE in Spanish and Latin, and we will help provide more Regents test preparation in our Chemistry and Algebra II/Trigonometry course.
D. Timeline for implementation and completion including start and end dates
1. The implementation timeline is from September 2013 to June 2014.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. We spend nearly \$100,000 of tax levy money to pay for IB fees, IB student testing fees, programs such as IB's Managebac to support students in the completion of their IB requirements, and IB professional development for teachers and staff. All of this money comes from tax levy allocations

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).
<ul style="list-style-type: none">•We will host Information nights for each class (i.e. 9th grade, 10th grade, 11th grade, 12th grade) at the beginning of the school year to review academic expectations, including those required by the IB Programme.•We will create an IB Guide so parents, students, and families are aware of the philosophy, expectations, procedures, and deadlines for the IB Programme at TBLS.•We will send out a weekly newsletter called The Friday Flash with updates and information regarding school life at TBLS.

- We will hold IB information sessions for the families of 10th and 11th grade students to inform them of the philosophy, expectations, procedures, and deadlines for the IB Programme at TBLS.
- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.
- In Advisory, we will perform Transcript Reviews with students to identify and monitor students who may be off track for an Advanced Regents Diploma.

Budget and Resource Alignment

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

X	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.

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.

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.

	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.

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.

	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.

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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Science	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	N/A	N/A	N/A

**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.			
	School Wide Program (SWP)	Targeted Assistance (TA) Schools	X Non-Title I

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).

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. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and welcomed members of our school community. Our school will support parents and families of students by:

- We will host Information nights for each class (i.e. 9th grade, 10th grade, 11th grade, 12th grade) at the beginning of the school year to review academic expectations, including those required by the IB Programme.
- We will create an IB Guide so parents, students, and families are aware of the philosophy, expectations, procedures, and deadlines for the IB Programme at TBLS.
- We will send out a weekly newsletter called The Friday Flash with updates and information regarding school life at TBLS.
- We will hold IB information sessions for the families of 10th and 11th grade students to inform them of the philosophy, expectations, procedures, and deadlines for the IB Programme at TBLS.
- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.
- We invite counselors, teachers, alumni and administrative staff to present at monthly PA meetings. Topics include, stress management, time management, bullying, transition to high schools, colleges, etc.
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- Providing parents with individual meetings with a college counselor to discuss the college process including financial aid, applications, and choosing the school best fit.

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

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

- Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association)
- Providing written and verbal progress reports eight times a year that are periodically given to keep parents informed of their children's progress;
- Developing and distributing a school newsletter and updates on the school website designed to keep parents informed about school activities;
- Providing school planners for regular written communication between teacher and the home

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 funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly 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 14	Borough Brooklyn	School Number 449
School Name The Brooklyn Latin School		

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 Gina Mautschke	Assistant Principal Alina Lewis
Coach None	Coach None
ESL Teacher Marian Pomann	Guidance Counselor Colleen Teslik
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Jacqueline Mangroo
Related Service Provider Provider	Other type here
Network Leader(Only if working with the LAP team) Lourdes Carmona	Other type here

C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	593	Total number of ELLs	3	ELLs as share of total student population (%)	0.51%
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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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out										2	1		1	4
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	2	1	0	1	4

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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									3
Total	3	0	0	0	0	0	0	0	0	3

Number of ELLs who have an alternate placement paraprofessional:

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
TOTAL	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
TOTAL	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
TOTAL	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													1	1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										2	1			3
TOTAL	0	0	0	0	0	0	0	0	0	2	1	0	1	4

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)													0	0
Advanced (A)													3	3
Total	0	0	0	0	0	0	0	0	0	0	0	0	3	3

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					0
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									0
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									0
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	1		1	
Integrated Algebra	1		1	
Geometry	1		1	
Algebra 2/Trigonometry	2		2	
Math				
Biology				
Chemistry	1		1	
Earth Science				
Living Environment	2		2	
Physics				
Global History and Geography	1		1	
US History and Government	1		1	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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.
N/A
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Using the AMAO tool, each year students are significantly increasing proficiency level based on data from LAB-R and NYSESLAT. Student in 12th grade is at grade level proficiency in English Regents. in all modalities of NYSESLAT, student has gone from advanced to proficient except in speaking.
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 [AMAQ tool](#))
ESL coordinator attended AMAO tool training to learn how to analyze data across levels. Data using AMAO reveals students are significantly increasing scores each year. This data reveals we should continue to use our heterogenous pull-out model to service ELL students. This also signifies we should continue to give professional development to classroom teachers on how to use more ELL strategies and continue co-planning between content area teachers and ELL teachers.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?a. N/A b. School leadership is using data to continue to send ESL teachers to professional development workshops. School leadership and ESL teachers are working together to provide more workshops for classroom teachers on ELL strategies and turnkey training for NYSESLAT. Data is being used to tailor instruction with specific ELL strategies Students are also offered extended time on interim assessments and the use of a dictionary. c. The school is learning ELLs are increasing proficiency level in all areas. No native language is used except with dictionaries on major asesments and regents.
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?
ELL strategies are implemented in pull-out sessions and in content area classrooms. ESL teacher works with content-area specialists to assist in scaffolding materials that foster second language development.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Success is evaluated through NYSESLAT and Regents scores.

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](#).)
When a new student comes to the school for enrollment, the Home Language Identification Survey is administered to the parent by Ms. Pomann, a licensed pedagogue. This happens before school starts during new student orientation. This ensures all students are identified within the first 10 days of school. Ms. Pomann conducts an informal interview in English, and a pedagogue who speaks the student's native language conducts an informal interview. Ms. Pomann then determines the need for the administration of the LAB-R. If, as a result of the LAB-R, the student is deemed "Entitled" to services, the student is then scheduled to receive ESL. We have not administered Spanish LAB-R based on population. If student is identified to need Spanish LAB-R, Ms. Pomann, also a licensed pedagogue in Spanish, will conduct interview in Spanish.
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 provided with a presentation of the DOE video and the Parent Survey and Program Selection Forms. At this time personnel is available to answer any questions they may have. Through the assistance of the parent coordinator, a meeting is scheduled for parents to view the DOE video describing the three programs if they not able to stay to view the video and complete the forms at registration. Marian Pomann, licenses ESL/Spanish pedagogue and Jaqueline Mangroo, Parent Coordinator, will present all options during parent and new student orientation two weeks before the start of school in September. All programs will be determined before the start of the schoolyear.
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 [\[see tool kit\]](#).)
During parent orientation, Marian Pomann, ESL/Spanish pedagogue and Jaqueline Mangroo, parent coordinator, will collect all selection forms at the end of video presentation and meeting. Jaqueline Mangroo will store all parent surveys in a locked cabinet in her office. Entitlement letters are distributed to parents in one-on-one meetings with parent coordinator and ESL specialist. If parents cannot attend meeting, entitlement letters are mailed home, followed by a phonecall to parent to answer questions and ensure delivery.
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.
Currently, the school has 3 ELL students. If, throughout the course of time, the school admits 20 ELL students of the same native language, in the same grade, a bilingual program will be provided for them. The school offers ESL to the students who are currently enrolled. There are two certified ESL students at the school who work with the 3 students in a pull out program.
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.
The ESL teacher reviews NYSESLAT data from ATS at the beginning of the year and shares with school community, teachers, and parents. The ESL teacher works with the testing coordinator to order exams in November and plan for testing administration in May of each year. The ESL teacher works with other classroom teachers to turnkey train other classroom teachers on speaking and writing rubrics. Students are prepared well in advance for NYSESLAT and ESL teacher works with teachers to schedule all modalities of NYSESLAT during students schoolday. ESL teacher works with testing coordinator to carefully plan each modality and make sure there is a quiet testing space for a full day on four different days. Each modality is given on a different day based on instructions of NYSESLAT. All materials are packaged with the testing coordinator to ensure timely and safe delivery of all materials.
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. 
After reviewing the Parent Survey (3) and Program Selection forms (3), in this school is for English as a Second Language. The models/orgrams are aligned with parent requests.

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])?
 - a) Instruction is delivered in pull-out /heterogenous model.
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)?

Mandated number of minutes are provided to each student according to his/her proficiency level. Beginning level students receive 540 minutes of ESL instruction per week and Intermediate students receive 360 minutes of ESL per week. Advanced students receive 180 minutes of ESL weekly
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.

Content areas are provided to these students using an ESL approach. Structures, such as graphic organizers, pictures, maps, modified text, realia, dictionaries and glossaries are used to provide support in the content areas.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

When/If an evaluation is deemed necessary, students are evaluated in the language in which they feel most comfortable.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Students are tested in reading, writing, speaking, and listening in content area classes through written assessment and oral discussions such as seminar. Students are also evaluated in pull-out sessions through communicative activities and writing samples.
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).
- a. If student s with interrupted formal education are admitted into this school, they will be assessed to find the strengths in their educational experiences and an individual instructional plan will be established for them. The guidance counselor / social worker will work closely with these students to assure their success in the school environment.
- b. Plan for newcomers
Newcomers will be provided with ESL methodology and support particularly in the content areas as well as survival skills.
 - c. ELLs receiving 4 -6 years of services
For ELLs in this category, a study of their NYSESLAT will determine the modalities where their needs are greatest and a plan will be executed to help them develop the skills needed to achieve at the proficiency level of the NYSESLAT.
 - d. Long Term ELLs
ELLs who have exceeded six years of services must be provided with additional supports in the modalities where they show a lack of progress. A study of their vocabulary and writing skills is necessary to build on their prior knowledge.
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?
A careful review of the IEP for ELL-SWD is necessary in order to assure that correct language instruction is being provided. Appropriate materials must be used in accordance to their educational plan
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?
ELLs with special needs are provided with support in the least restrictive environment according to their IEPs. This may mean that the students are mainstreamed for certain content areas and provided with a more restrictive environment or other content areas depending on the IEP.

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

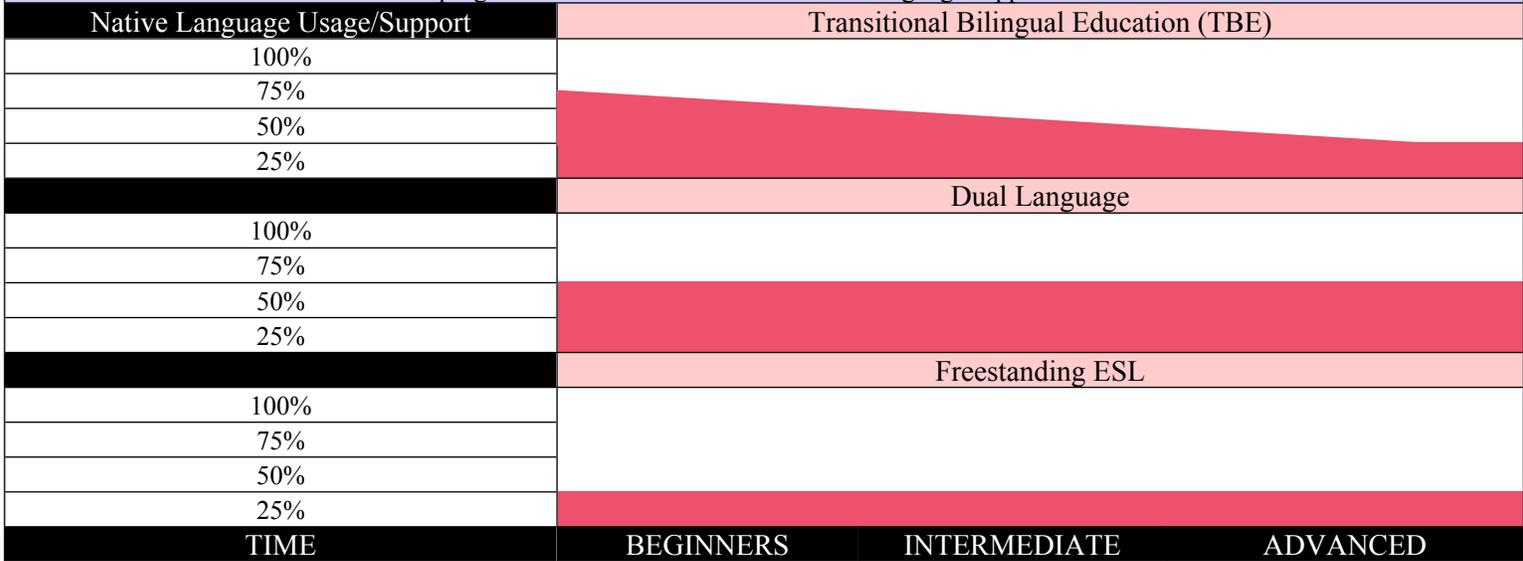
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Native Language Usage and Supports

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



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.
Students that have achieved at the proficiency level in the NYSESLAT continue to receive accommodations as required by the NYSED for up to two years. These supports include: ESL support classes, extended time in all Regents Exams, availability of regents in the student's native language / translations, additional reading of test instructions, use of glossaries. Targeted intervention programs are only available in English; however, regents and IB exams are available in student's native language. Reading web-supplemental programs and math programs are also made available to students in English and their native language when identified by ESL teacher or content teacher that students needs supplemental support. ESL teacher works with content teachers to identify needed early intervention and provide services.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Students have increased proficiency and have significantly progressed on NYESLAT. Students have also passed all regents at appropriate grade level
11. What new programs or improvements will be considered for the upcoming school year?
ESL teachers will continue to give more professional development to classroom teachers on ELL strategies.
12. What programs/services for ELLs will be discontinued and why?
No programs will be discontinued at this time.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are not excluded from any programs in the building. Office hours for after school tutoring are available four days a week.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
ESL textbooks/computer programs to support writing, learner dictionaries, multimedia resources, speaking and listening resources, test prep resources.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Native language support is provided through the use of native language materials, dual language dictionaries and glossaries.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Required services support and our resources correspond to ELLs' ages and grade levels. ESL teacher scaffold grade appropriate material in pull-out sessions and use ELL students coursework to tailor instruction.
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.
ELL students are included in all of our orientation activities.
18. What language electives are offered to ELLs?
Latin and Spanish
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)?

Paste response to questions here:

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.

1. All personnel who teach ELLs are provided with strategies to incorporate in their instruction of ELLs. Marian Pomann, ESL coordinator/Spanish teacher and Carol Ann Van Deventer, ESL/Spanish teacher, participate in all trainings for LAP, NYSESLAT, and AMAO tool training. ESL coordinator also attends TESOL and with ESL teacher local workshops on ELL strategies to inform teaching and turnkey strategies to all staff. ESL teachers will also meet once a week to collaborate as well as meet with content teachers to plan, as needed.

2. ELL teachers attend workshops on Common Core Learning Standards and also engage in online coursework to further their understanding. ELL teachers will also attend NYSITELL training.

3. All ELLs participate in new student orientation in August. Students may also attend a 3 day orientation trip to Princeton Blairstown to build social/emotional skills. Students are also placed in advisory when entering high school. The advisor is an advocate for students and is responsible for helping student achieve not only academically, but also transition socially/emotionally. ELLs also meet guidance counselors in the beginning of the year. Through these activities, staff is given the opportunity to work closely with ELLs to ensure they are having a smooth transition. ESL coordinator gives PD each school year on common social/emotional/academic struggles of ELLs and how to identify these struggles and give support through strategies.

4. The school will conduct a survey of staff to determine who is in need of 7.5 hours of ELL training as per Jose P. Teachers will participate in intervisitations of two 45 minute class sessions to view an ESL teacher conducting an ESL lesson as part of the 7.5 hours of ELL training required. Additional ways to achieve the 7.5 hours will include UFT training sessions, on-line course work, and meetings with ESL coordinator.

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?

1. ELL parents are in contact with content teachers, ESL teachers, and Grade Level Leaders, and advisors on a regular basis. On a weekly/monthly basis, ELL parents are in contact via e-mail or by phone (a translator is involved, if necessary). ELL parents are encouraged to come in to meet with ESL teacher and content teachers to update on progress of students as well as accommodations being made. All ELL families meet with ESL teacher during the first term to check in on students adjustment to the new academic year. ELL parents also attend parent teacher conferences and are encouraged to be part of the PA, including activities that celebrate our diverse community.

2. ELL parents are updated on workshops at local NYPL.

3. Through the efforts of the Parent Coordinator, parents are provided with a needs assessment survey to complete. The results of this survey are used to provide workshops based on the parents' interests and needs.

4. Parents attend parent teacher conferences with a translator, if needed. Parents are also supported by attending grade level meetings with a translator or school provides hand outs with translation.

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.

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Gina Mautschke	Principal		11/1/13
Alina Lewis	Assistant Principal		11/1/13
Jacqueline Mangroo	Parent Coordinator		11/1/13
Marian Pomann	ESL Teacher		11/1/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Colleen Teslik	Guidance Counselor		11/1/13
Lourdes Carmona	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **14K449** School Name: **The Brooklyn Latin School**

Cluster: **5** Network: **551**

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

All students at Brooklyn Latin complete blue emergency card forms which require parents to inform the school their translation needs. ELL parents or newcomers are also administered the home language survey and have an informal interview to ensure that the school is aware of all translation and interpretation needs. The parent coordinator works with teachers, the DOE, and outside contractors to ensure all parents' translation needs are met.

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.

Chinese and Spanish translation are in highest need. Parent coordinator and ESL teachers communicated with teachers and administration the needs of students and the available translation services we have when teachers or administration may need to contact families. Families were also made aware of translation needs in a meeting and orientation for new families at the beginning of each school year.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

All Spanish and Chinese translation is provided by in-house staff. For other languages, we will contact the DOE or have parent volunteers to assist in the translation of documents. Important documents have already been translated in order to ensure all needs of families are met.

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.

Spanish and Chinese oral interpretation may be provided in house for meetings between teachers, administration, parents, and students. For other languages, the school will use a DOE translator or reach out to parent volunteers.

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>.