



# 2014-15 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**DBN: (i.e. 01M001):** 13K430  
**School Name:** BROOKLYN TECHNICAL HIGH SCHOOL  
**Principal:** RANDY J. ASHER

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: High School School Number (DBN): 13K430  
School Type: \_\_\_\_\_ Grades Served: 9-12  
School Address: 29 Ft. Greene Place  
Phone Number: (718) 804-6400 Fax: (718) 804-6535  
School Contact Person: Randy J. Asher Email Address: rasher@schools.nyc.gov  
Principal: Randy J. Asher  
UFT Chapter Leader: Elizabeth Johnson  
Parents' Association President: Ilene Jaroslaw  
SLT Chairperson: Joseph Connell  
Student Representative(s): Alex Badiu

**District Information**

District: 13 Superintendent: Karen Watts  
Superintendent's Office Address: 1396 Broadway (Room 110), Brooklyn NY 11221  
Superintendent's Email Address: kwatts@schools.nyc.gov  
Phone Number: (718) 455-4635 Fax: (718) 455-4684

**Cluster and Network Information**

Cluster Number: 2 Cluster Leader: Despina Zaharakis  
Network Number: 201 Network Leader: Joe Zaza

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Randy J. Asher	*Principal or Designee	
Elizabeth Johnson	*UFT Chapter Leader or Designee	
Yvonne Morales-Lopez	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
Alex Badiu	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	
Paula McKinnon	Member/UFT	
Joseph Connell	Member/UFT	
Kelly Lovelett	Member/CSA	
April Bennett-Cherry	Member/PTA	
Barry Gloger	Member/PTA	
Cindy Kue	Member/PTA	
Stanley Ng	Member/PTA	
Karishma Maraj	Member/Student	
	Member/	
	Member/	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

## **The Quality Review and the Capacity Framework**

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### **NYCDOE's Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### **Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Brooklyn Technical High School was instituted by a New York State legislative mandate and is open to all students of the City of New York by competitive examination. Its mission is to inspire and challenge potentially high achievers to maximize their talents for the benefit of society. The specific goals of Brooklyn Tech are to:

- provide an environment for educational, social and emotional growth in which students with superior scholastic aptitudes can develop their intellectual gifts and become committed to an examination of ethical approaches to solve world problems; and
- provide an environment for the research and development of innovative and interdisciplinary approaches in the areas of mathematics, science, engineering, computer science and the liberal arts; and
- attract and challenge outstanding educators to guide students in achieving the highest standard of academic excellence; and
- prepare our students for leadership and professional roles at the university level and in our society, with an awareness of social responsibility to the community.

One of the most unique characteristics of the school is the high quality and academic preparedness of the students we serve. The school administration, in collaboration with the UFT, PTA, and Alumni Foundation has done and will continue to do extensive outreach in the recruitment of new students. These four constituencies have also worked tirelessly to recruit and hire the best faculty to serve our unique population. Specifically, fifteen of our math and science teachers are master teachers through the Math for America Master Teacher Program. Mathematics and Engineering teacher Ross Grosshart has been elected to the Board of Directors of the National Consortium of Secondary STEM Schools. Administrators are also serving in external leadership roles including Principal Asher who is both a Math For America School Leadership Fellow and an Educational Policy Fellow at Columbia University, Assistant Principal David Newman is the President of the citywide Social Studies Supervisors Association, and Assistant Principal Gary Biester is the Vice-President of the Association of Math Assistant Principals. Tech also serves as a talent incubator for aspiring school leaders. Many members of our faculty are in the process of completing administrative credentials and we are one of few schools in the nation to have facilitated a graduate school extension program (through Brooklyn College) for an Educational Administration Cohort. In addition, several senior members of the Brooklyn Tech cabinet are being prepared to ascend to principal positions.

The Tech model of "majors" was established in 1922 and has been a very successful protocol to deeply immerse our students into the study of a specific career field. The six original majors have expanded to now include 16 different options with a new major, Economics & Finance, in the design phase. Additional strengths of the school are evident in our rich arts program including 15 elective music classes, full scale drama and musical productions, as well as concerts. The athletic program includes 42 PSAL teams (and three city championships defending teams) and over 100 clubs and non-athletic activities for a wide array of extracurricular opportunities. Many of these programs have national reputations including the National Society of Black Engineers, the National Honor Society, Model United Nations, Debate, Math Team, Robotics, and Cheerleading.

In addition, the school has been slowly enhancing physical facilities including the establishment of special use instructional spaces such as the Courtroom, the DNA / Genetics Lab, the Con Ed Environmental Science Lab, the Digital Animation Studio, and the Heller Center for Computer Integrated Manufacturing & Robotics. Numerous shop classrooms have been converted into state of the art computer science labs and are equipped with 3D printers to support our engineering-design foundation courses. These are just a few of the elements that facilitate the unparalleled learning environment that defines our school.

Brooklyn Technical High School has numerous strategic partnerships leveraging our primary strategic partner, the Brooklyn Tech Alumni Foundation. Partnerships including members of higher academia including New York Institute of Technology (hosts our Moodle 2.0 Content Management System), Stevens Institute of Technology (Calculus Resources Project), Rochester Institute of Technology (Project Lead The Way), SUNY Stonybrook (Electrical Engineering articulation for Digital Systems Design), SUNY Buffalo School of Architecture & Planning (Articulation & CTE Advisory), Drexel University (CTE Advisory – Structural Engineering Instructional Module), Pratt Institute (Construction Management with Turner Construction), US Naval Academy (Aerospace Program), CUNY (Gateway to Medicine), Courant Institute at NYU (Center for Mathematical Talent), CUNY City College (Brooklyn Tech Scholarship Fund), SUNY Buffalo State College (Articulation), Lafayette College (Articulation), NYU Polytechnic (Student Research), Medgar Evers (Student Research), Albert Einstein College of Medicine (Student Research), Long Island University School of Pharmacy (Student Research), Cold Spring Harbor (Urban Barcode), and Columbia University (Student Research).

In addition to university partners, we have numerous relationships with leaders in industry that both advise our academic programs and hire Tech students as interns. Some examples include: the School Construction Authority, Turner Construction, National Grid, Con Edison, Pennoni Associates Engineering, and Mancini-Duffy Architecture. One of our partnerships with National Grid has expanded to include the formation and implementation of a middle school outreach program to recruit underrepresented populations into STEM fields. Students participating in the program who matriculate to Brooklyn Tech will be assigned a professional mentor from National Grid for all four years. Those members who then choose to continue their studies at NYU-Polytechnic will also be granted scholarship funds.

The school has been recognized recently as a Project Lead The Way Model School, an Intel School of Distinction Finalist, and for having the largest Advanced Placement program in the world. The 90+ year legacy of excellence includes Nobel Laureates, medal winners in every conceivable area including the Olympics, and thousands of graduates who have literally changed the world. Two of our alumni recently inducted into the Brooklyn Tech Alumni Hall of Fame are respectively responsible for the invention of GPS and the digital camera. Despite these society altering accomplishments, these remarkable alumni did not make it through the Hall of Fame selection process in the first three classes of inductees.

Our greatest challenges are continuing to push cutting edge academic programs despite being woefully underfunded, retrofitting a building with a rapidly aging infrastructure to provide a 21<sup>st</sup> century learning environment, and implementing change on an unparalleled scale based on the school being ten to twelve times larger than an average NYC high school.

The areas in which we made the most growth last year include expanding Advanced Placement options for students and increasing access to other post AP courses (Linear Algebra, Multivariable Calculus, Genetics, Anatomy, and Organic Chemistry). The key areas for this year will be continued growth in expanding Advanced Placement opportunities, increasing teacher collaboration, and completion of a facilities feasibility study as a blueprint for fundraising and optimization of space.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

#### **From the 2011-2012 Quality Review:**

- *The school has a highly rigorous curriculum aligned to college and career expectations across all content areas and majors. The high cognitive abilities of the students are further developed by the school's thoughtful alignment of learning experiences that mimic college and professional level courses, such as College Prep, pre-engineering, pre-law, and pre-med courses, respectively.*
- *Students consistently engage in academic tasks that ensure acquisition of high levels of content and academic skills. Students participate in hands-on activities that prepare them to positively impact society or industry. For example, in the electronic classes where pairs of students create circuits for LED displays and car buzzers, 12th grade students experiment to discover the most effective water purification devices as part of their senior projects, and in an anatomy class student's work in groups to dissect cats and identify the various muscle groups. As a result of these challenging academic tasks, students are prepared for success in college level courses, the SAT, ACT and beyond.*
- *The school infuses the traditional approach to teaching and learning with technology, group learning and real world experiences. In the majors, teachers model the tasks including mistakes and how to fix them. Teachers present challenging and intriguing problems that fosters student thinking to model and provide verbal solutions where peers provide feedback on whether the solutions will work or not. Teachers have students summarize units of study before the units are taught in class and as a result students become self-directed learners.*
- *Teachers skillfully have students use peer and self-revision techniques to evaluate student work. For example, in an 11th grade English Regents classroom, the teacher paired weak writers with strong writers and then had each student use a checklist to provide feedback on their peer's essay. Other teaching strategies include students collaborating to ask questions and push the thinking of others when working towards a solution. The results of these teaching practices were evident in well thought-out and intricate engineering projects.*
- *The school provides a highly functioning learning environment that fosters a college going and professional culture. As students progress throughout the school, their academic performance plays a role in their selection of majors that provide exposure to various industries and careers. Consequently, students feel safe in taking academic risks that empower them to try-on different careers to inform their decision making around which colleges to attend that would best prepare them for their future careers.*
- *The school shares course syllabi and student progress with families through various online tools and provides parental training in the use of these tools. Moodle sites, Datacation and the school's website all provide families with tools that keep them informed of their child's progress over time which results in higher student academic performance.*

Algebra I and 9<sup>th</sup> grade English Language Arts are the only two courses currently fully aligned to the Common Core Learning Standards. This was accomplished through collaborative work under the leadership of our Math & Literacy Coaches and Assistant Principals. Our adoption of the College Board Springboard curriculum for vertical alignment to the Advanced Placement program will now extend into the next level of coursework.

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

To have 100% of Math and ELA courses leading to state assessments (Geometry, Algebra II & Trigonometry, English 3/4 and English 5/6) aligned to the Common Core Learning Standards by June 2015.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Collaborative teacher teams are aligning the Geometry and ELA curricula to the CCLS to address the needs of all learners and subgroups.	ELA / Math Teachers	September - June	Assistant Principals Teacher Teams Academic Coaches
Academic Coaches (ELA/Math) and Assistant Principals will facilitate professional development at department meetings, professional development days, network and citywide professional development events, and after school workshops.	ELA / Math Teachers	September - June	Assistant Principals Teacher Teams Academic Coaches
Master Teachers engaged in the MfA Master Teacher program will attend and turnkey professional development at the building level.	ELA / Math Teachers	September - June	Master MfA Teachers
CCLS in ELA and Mathematics will be presented to the PTA at a regularly scheduled PTA meeting as well as the whole faculty at a schoolwide professional development day.	Parents/Faculty	September - June	Academic Coaches & Assistant Principals

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Circular 6R time allocated to teacher teams, funding for academic coaches, tax levy and grant funded per session.  
 HR – ELA and Math Coach, ELA and Math Assistant Principals

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

PTA / Brooklyn Tech Alumni Foundation Faculty Grants

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement

planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By the end of February, the CCLS will be presented to the PTA and faculty at a full day professional development workshop. The Academic Coaches and Assistant Principals of Math and ELA will present the progress of this work including successes and challenges at the March SLT meeting.

**Part 6b. Complete in February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

2013 – 2014 Learning Environment Survey Data – (Page 12 Student Questions).



**School Culture:** *How do students feel about the school's learning environment?*

	Percent %			
Most of the teaching staff at my school...	Strongly Agree	Agree	Disagree	Strongly Disagree
believe that all students can do well in school. (87)	28	59	10	3
Most adults at my school...	Strongly Agree	Agree	Disagree	Strongly Disagree
that I see every day know my name or who I am. (69)	25	44	22	9
care about me. (70)	12	57	24	6

A greater analysis is needed to determine true student feelings as the framing of the question may yield the existing results as a function of school size and not direct interactions with adults. The interactions with faculty are generally positive as evidenced by the numerous clubs and activities to which teachers and support staff commit time without compensation based on shared interests.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

The 2014-2015 Learning Environment Survey will indicate a 5% improvement in the response to “Most adults at my school that I see every day know my name or who I am” and “most adults at my school care about me”.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>7. Strategies to increase parent involvement and engagement</li> <li>8. Activities that address the Capacity Framework element of Trust</li> </ol>			

We will continue the development and implementation of the A.C.T. protocols <sup>1</sup> including classroom push-in services, group counseling, and identification of strategies to assist students in need.	All faculty, staff, students, and parents.	September - June	Crisis Response Team
Develop and implement an ongoing polling system to solicit input from various stakeholders on relevant topics.	All faculty, staff, students, and parents.	September - June	Mr. Edwards, liaisons for each stakeholder community
Develop and implement a plan for each 9 <sup>th</sup> grade student to have a one on one meeting with their guidance counselor.	Students	September - June	Guidance
Design a big sibling 9 <sup>th</sup> grade - 11 <sup>th</sup> grade program by June 2015.	Students	September - June	Task Force

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Funding for software, technology support, establishment of Task Force for Big Sib design, professional development for impacted staff.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
PTA / Brooklyn Tech Alumni Foundation Faculty Grants									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
10. Specify a timeframe for mid-point progress monitoring activities.				
Review of surveys implemented and data analysis of responses by March 15, 2015. A schedule will be developed by February 1, 2015 for one on one counselor meetings with 9 <sup>th</sup> grade students.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

<sup>1</sup> A.C.T. Protocols  
2014-15 CEP

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

#### **From the 2011-2012 Quality Review:**

- Enhance teacher teams’ use of inquiry work to modify pedagogy that better addresses student' trends so that academic progress is accelerated.
  - Teachers self select teams to work on where they discuss guidance supports or receive professional development.
  - Teacher teams have been created this year to enable a majority of the teachers to frequently collaborate. This organizational change is leading to professional conversations around student work and advancements in pedagogy that are improving academic tasks that students complete resulting in scholarship growth

There is a need to change the culture of the building from departmental isolationism to collaborative team planning. To facilitate this, modification of the bell schedule to optimize room use and common planning periods has been established. The forced placement of teachers into C-6 collaborative planning teams has been eliminated which has made teams more efficient and effective by harnessing the intrinsic motivation of teachers who selected the activity.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

To identify collaborative working groups and to add 25% intra and inter departmental working groups in Spring 2015.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>17. Strategies to increase parent involvement and engagement</li> <li>18. Activities that address the Capacity Framework element of Trust</li> </ol>			
At least two hours will be set aside from each full day professional development day for interdisciplinary collaborative activities.	Faculty	September - June	Professional Studies Team

Presenting the progress made by current working groups to the entire school community.	All stakeholders	September - June	Cabinet / UFT
Establishment and expansion of Professional Learning Communities	Faculty/Admin	September - June	Professional Studies Team
To create a task force to plan for interdisciplinary projects by grade level.	Faculty	September - June	Cabinet/Major Teachers

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Per session

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
PTA / Brooklyn Tech Alumni Foundation Faculty Grants									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
20. Specify a timeframe for mid-point progress monitoring activities.				
Professional Development Day schedules will be determined by January 15, 2015 for the remainder of the school year. These plans will include presenting the progress made by current working groups to the entire school community, establishment and expansion of Professional Learning Communities, and the creation a task force to plan for interdisciplinary projects.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

- |     |  |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.   |

The 2005 Modernization Plan<sup>2</sup> served as a blueprint for many of the policy changes implemented at Brooklyn Tech as well as a strategic guide for our collective work. It is now time to create a new Task Force to evaluate the implementation of the original plan and begin the process to draft the next iteration.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

To reconstitute the Modernization Task Force to evaluate the implementation of the Modernization Plan as a foundation for the draft of Modernization 2.0

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
27. Strategies to increase parent involvement and engagement			
28. Activities that address the Capacity Framework element of Trust			
Create Modernization Task Force to evaluate the implementation of the Modernization Plan	All Stakeholders	February - June	Principal / UFT / BTAf / PTA
To engage teachers in a collaborative dialogue at regular breakfast / after school meetings.	Faculty	December - June	Principal
To facilitate professional development regarding the Danielson framework and the Measure of Teacher Performance process to improve the quality of feedback to promote teacher growth.	Faculty	December - June	Principal / Cabinet
To utilize more effective models to evaluate the Measures of Student Learning.	Faculty/Students	August - June	MOSL Committee

<sup>2</sup> 2005 Modernization Plan  
2014-15 CEP

To maintain our high faculty retention rate and continue to recruit high quality instructors.	Principal / Cabinet	Always	Principal / Cabinet
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**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Per session, human resources for an independent Task Force facilitator.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

PTA / Brooklyn Tech Alumni Foundation Faculty Grants

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

30. Specify a timeframe for mid-point progress monitoring activities.

Create Modernization Task Force to evaluate the implementation of the Modernization Plan by April 2015. To engage teachers in a collaborative dialogue at regular breakfast / after school meetings starting Spring 2015. To utilize more effective models to evaluate the Measures of Student Learning by adopted the goal-setting framework.

**Part 6b.** Complete in **February 2015.**

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

Brooklyn Technical High School has students attending from all five boroughs but the school is a significant part of the Ft. Greene community as well as the Brooklyn Tech Triangle. The school brings increased traffic flow and business to local merchants and we would like to establish a relationship of reciprocity in support of student activities. Inviting local residents to engage in the school community will ease tension caused by a large influx of teenagers on a daily basis that can often inadvertently disrupt a residential community. To truly service our families, many of whom are immigrants, we must also take proactive measures to educate parents. Servicing adult learners through a collaboration with the Adult and Continuing Education division of the NYCDOE would lead to greater family engagement and more positive overall interactions. In addition, Tech has been a part of the solution for the national shortage of skilled labor in STEM industries for over 90 years. The school must continue to work with industry and higher academia to design appropriate instructional programs for our school and to assist in recruiting students interested in STEM careers from under-represented communities in Brooklyn.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

To increase engagement of parents, local residents, local merchants, and middle school students by sharing opportunities to participate in Brooklyn Tech activities.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Adult Education classes for ESL / Technology Education	Parents	February - June	AP Parent Engagement / PC
To engage the local business community to support Brooklyn Tech student activities	Local Businesses	February - June	AP Parent Engagement / COSA

To engage the local residents to attend events at Brooklyn Tech	Local Residents	September - June	AP Parent Engagement / APO
To coordinate efforts with organizations supporting STEM activities and hosting events at Brooklyn Tech.	STEM affiliated organizations	September - June	AP CTE / Alumni
To continue outreach efforts to the greater Brooklyn middle school community soliciting participants for the National Grid STEM Pipeline Program.	NYCDOE / Parents & Students	September - June	AP CTE / Alumni

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Per session, human capital or release time for faculty/staff

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

PTA / Brooklyn Tech Alumni Foundation, NYCDOE Adult & Continuing Education

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 40. Specify a timeframe for mid-point progress monitoring activities.

Recruitment of new cohort of STEM pipeline students by Spring 2015.  
Documented outreach to NYCDOE Adult & Continuing Education requesting implementation assistance

**Part 6b.** Complete in **February 2015.**

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</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>English Language Arts (ELA)</b>	Teacher recommended or self nominated	Individualized tutoring as needed, peer tutoring	Small group, 1 to 1 tutoring	Lunch periods and after school
<b>Mathematics</b>	Teacher recommended or self nominated	Individualized tutoring as needed, peer tutoring	Small group, 1 to 1 tutoring	Lunch periods and after school
<b>Science</b>	Teacher recommended or self nominated	Individualized tutoring as needed, peer tutoring	Small group, 1 to 1 tutoring	Lunch periods and after school
<b>Social Studies</b>	Teacher recommended or self nominated	Individualized tutoring as needed, peer tutoring	Small group, 1 to 1 tutoring	Lunch periods and after school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Teacher referral, self referral, analysis of data	Counseling	Small group, individualized, externally facilitated as needed	Lunch periods, after school

## Section 7: Title I Program Information

### Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>X</b>	<b>Non-Title I</b>
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### Part 2: All Title I Schools

#### **2a. 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.

#### **2b. 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).

### Part 3: TA Schools Only

#### **3a. Use of Program Resources**

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

#### **3b. 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).

### Part 4: SWP Schools Only

**4a. 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.).

**4b. 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.

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

### *(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### School-Parent Compact (SPC) Template

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 PIP;
- 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>13</b>	Borough <b>Brooklyn</b>	School Number <b>430</b>
School Name <b>Brooklyn Technical High School</b>		

### B. Language Allocation Policy Team Composition [i](#) 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>Jasmine Peña</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-Wohlpart, 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>5</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>5425</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	Tot #
<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										3				3
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	3	0	0	0	3

## 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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	3			2						5

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	3	0	0	2	0	0	0	0	0	5
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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

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

## 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)										1				1
Intermediate(I)										1				1
Advanced (A)										3				3
Total	<b>0</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>								

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>			1										

**NYSESLAT Modality Analysis**

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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			2	
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science			2	
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

**After reviewing and analyzing the assessment data, answer the following:**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How 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 Basic, 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, Basic (B) receive 540 minutes of ESL, 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](#))  
Most students have scored advanced on the NYSESLAT and are entitled to ESL services.
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?

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's /daughter's 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 Dr. Peña, 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:
  - 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.).  
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 prior to 2014 and NYSITELL.
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's/daughter's 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 Dr. Peña, 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, and 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. [i](#)  
A folder is kept by Dr. Peña 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 Brooklyn Technical High School 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 2014-2015, 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 (43 to 46 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?  
Intermediate ELL students receive 360 minutes of instruction weekly, and Advanced 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. For ELLs receiving 4 to 6 years of ESL instruction our goal is to amplify the literacy and academic skills and provide students with the skills needed to achieve proficiency. We do not have any ELLs that have been in the US less than three years. 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
Native Language Arts:			
Social Studies:			
Math:			
Science:			
Spanish	Spanish/English		
French	French/English		
Italian	Italian/English		

### 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

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

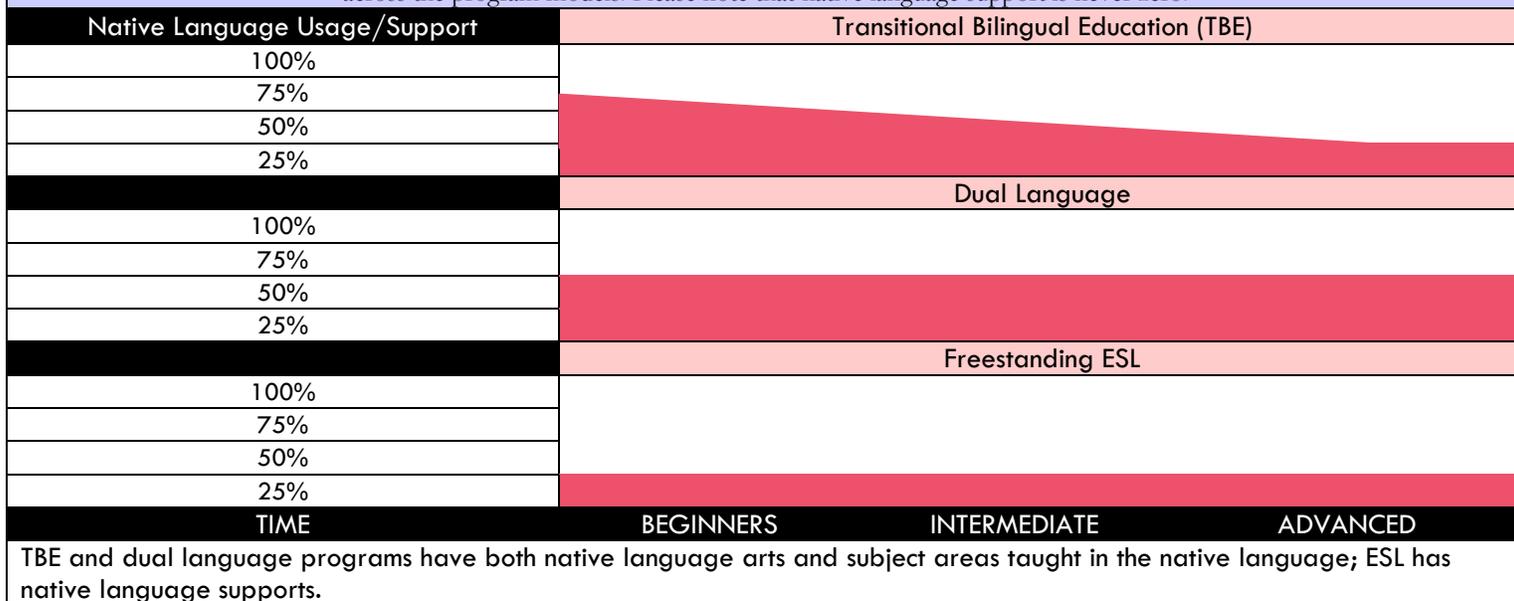
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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



## 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:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - 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: <u>Brooklyn Technical High School</u>		School DBN: <u>13K430</u>	
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, French, Italian, Korean, Spanish, Ukrainian, Urdu.